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ABSTRACT

This state curriculum guide outlines the knowledge objectives for elementary and secondary social studies in Arizona. The purposes of the guide are to present the minimum content of the course of study for geography, economics, world history, and government, and to serve as the educational content criteria for selection of state adopted textbooks. The guide is divided into sections by subject area. Each section contains similar information relating to the specific subject scope, including definition of the discipline; major goals and subgoals; and facts, principles, skills, and concepts. The major goals and subgoals are marked to indicate whether major emphasis should be stressed in the elementary or secondary grades. (JR)

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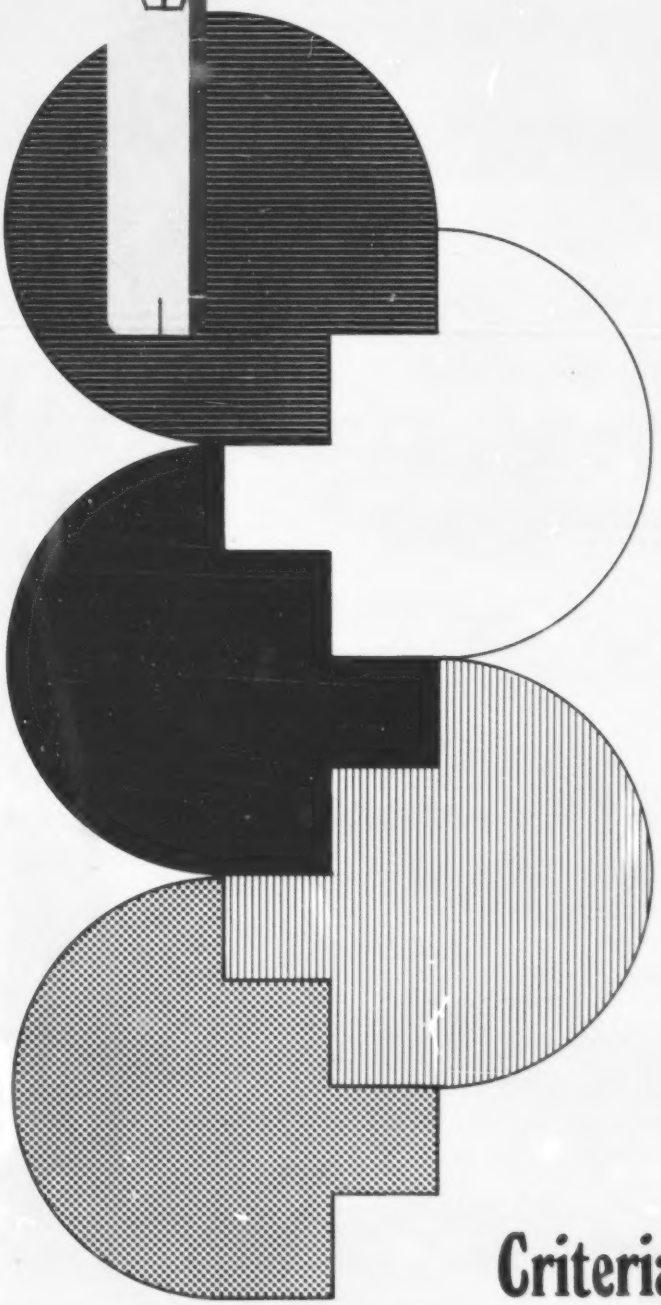

"What Every Child Should Know...

Social Studies

Course of Study Criteria for Textbook Selection"

SO 010 041

CAROLYN WARNER, SUPERINTENDENT
ARIZONA DEPARTMENT OF EDUCATION

MARCH, 1976

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WHAT EVERY CHILD SHOULD KNOW

SOCIAL STUDIES

COURSE OF STUDY
CRITERIA FOR TEXTBOOK SELECTION

Adopted
January 7, 1974
State Board of Education
Arizona
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PREFACE

"WHAT EVERY CHILD SHOULD KNOW"

"SOCIAL STUDIES"

This document serves a dual purpose. It shall:

a. Constitute the Course of Study for the subject contained therein.

b. Be used as the educational content criteria for the selection of State Adopted Textbooks.

The State Board of Education has defined the Course of Study as Minimum Course Content for Quality Education, in Article II, Rule 1, State Board's Policy Manual.

> "The State Board of Education believes that every child in Arizona should have the equal educational opportunity to receive the basic knowledge and skills in each subject area, and that no student shall be deprived of this opportunity because of socio-economic or other factors beyond his control.
>
> The Course of Study prescribed by the State Board of Education provides the basic minimum course content in each prescribed subject area to insure a minimum quality education in compliance with Article XI, Section I of the Constitution.
>
> The State Board of Education reaffirms that the Board is not limiting local districts and/or teachers from enriching and enhancing the minimum course content but rather encourages local districts to excel way beyond these basic standards."

LEGAL BASIS

ARIZONA CONSTITUTION ARTICLE XI, SECTION 1 states: "The Legislature shall enact such laws as shall provide for the establishment and maintenance of a general and uniform public school system, which system shall include kindergarten schools, common schools, high schools, normal schools, industrial schools, and a university (which shall include an agricultural college, a school of mines, and such other technical schools as may be essential, until such time as it may be deemed advisable to establish separate State institutions of such character). The Legislature shall also enact such laws as shall provide for the education and care of the deaf, dumb and blind."

ARS 15-102.15, 15-102.16, and 15-102.17 state: "The state board of education shall: 15. Prescribe and enforce a course of study in the common schools; 16. Prescribe the subjects to be taught in the common schools; and 17. Prescribe a list of optional subjects to be taught in all common schools."

SOCIAL STUDIES

COURSE OF STUDY FOR GEOGRAPHY*

I. Definition

Geography is the study of the earth and man's use of it.

II. Major goals and subgoals

E A. The study of geography should proceed from the features of the immediate environment, to those of the United States, the Western Hemisphere, and to the world.

E B. The skills of map-making and map-reading should be taught to all students, beginning in the primary grades and increasing appropriately to grade level.

E C. Students should have a thorough understanding of natural and man-made features and resources of the physical environment.

E 1. Distribution and identifying characteristics.
E 2. Man's use of the physical environment - change and adaptation to his purposes.
E 3. Geography as a scientific tool relating to:
E a. Meteorology
E b. Astronomy
E c. Geology
E d. Agriculture
E e. Resource management

E D. Students should understand the effects and influences of geographic features upon historical and cultural developments.

E 1. Differing political boundaries.
E 2. Changing limitations of natural boundaries and terrain.
E 3. Different uses of natural resources.

E E. Students should understand man's requirements for orientation in terms of physical landmarks in order to establish most satisfactory routes of travel and places of habitation.

E F. Students should have an understanding of the use of geography in the exploration of the new scientific frontiers of oceans and space.

E G. Students should understand that a wise use of geographic knowledge leads to a more productive relationship between man and his environment.

E 1. Improved conservation practices.
E 2. Improved understandings between peoples.

* The major goals and sub-goals preceded by an E should receive major emphasis in an elementary course and those major goals and sub-goals preceded by an H are suggested for emphasis in high school.

III. Facts, principles, skills, and concepts

E A. Natural and man-made features and resources.

E 1. Physical phenomena.
E a. Continents, oceans, islands, and seas
E b. Landforms
E (1) Major mountain ranges
E (2) Plains
E (3) Plateaus
E (4) Deserts
E (5) Drainage patterns
E c. Climate and weather
E (1) Precipitation
E (2) Winds
E (3) Humidity
E (4) Temperature
E (5) The four astronomical seasons
E d. Soils
E e. Rocks and minerals
E f. Surface and ground waters
E g. Biotic elements
E (1) Flora
E (2) Fauna
E h. Abstract elements
E (1) Location
E (2) Size
E (3) Shape
E 2. Man responds to, changes, and adapts his physical environment.
E a. Biotic systems
E (1) Cultivated plant life
E (2) Domestic animal life
E b. Dams and water delivery systems
E (1) Canals and irrigation
E (2) Artificial lakes
E (3) Water lines
E (4) Wells
E c. Transportation systems
E (1) Roads
E (2) Rails
E (3) Water transport
E (4) Air routes
E d. Buildings
E (1) Habitations
E (2) Economic structures
E (3) Cultural structures
E e. Social phenomena
E (1) Population (numbers, density, composition, rates of growth, and migration)
E (2) Tools and technology
E f. Economic phenomena
E (1) Farms and types of farming
E (2) Factories and types of manufacturing
E (3) Extractive industries and their associated phenomena

E (4) Trade and transportation facilities (movement of goods and people)
E (5) Major products and industries of states, regions, nations
E (6) Services
E g. Political phenomena
E (1) Boundaries
E (2) Government units
E (a) Nations
E (b) States and capitals
E (c) Major cities
E (d) Territories (protectorates, colonies, etc.)
E h. Settlement phenomena
E (1) Dispersed farmsteads
E (2) Agglomerated farm villages
E (3) Urban settlements
E i. Natural resources - renewable and non-renewable
E (1) Location
E (2) Development
E (3) Conservation
E (a) Technology
E (b) Efficient use
E j. Man-made features and their relation to natural and pre-existing man-made features
E 3. Geography as a scientific tool related to:
E a. Geology
E b. Agriculture
E c. Management of natural resources
E d. Meteorology
E e. Astronomy

E B. Historical and cultural influences of geographic features and resources

E 1. Political boundaries of past periods
E 2. Effects of natural boundaries and terrains in the past
E 3. Manners in which natural resources have been used

H C. Orientation in the physical world

H 1. Reasons for map development
H a. Trade routes
H b. Exploration
H c. Accumulating, cataloguing and recording information
H 2. Construction of maps
H a. Ground and aerial surveys
H b. Types of map projections
H 3. Present uses of maps
H a. Systematic use of past discoveries
H b. Exploration of new areas (land, oceans)

E D. Student map skills

E 1. Map-making and map reading

E a. Use of directions, measurement of distances, and interpretation of symbols and scales
E b. Use of spatial patterns
H 2. Type of maps in common usage
E 3. Map and globe measurements
E a. Degrees and parallels for orientation
E b. Use of longitudes and latitudes to determine locations and distances.
E c. Relationship between longitude and time zones
E (1) Earth rotation
E (2) Ante meridian time
E (3) Post meridian time
E (4) Time zones (Eastern, Central, Mountain, Pacific)
E (5) Daylight savings time
E 4. Vocabulary of map and globe features (examples only)
E a. Cape, island, isthmus, peninsula
E b. Bay, gulf, harbor, strait
E c. Fiord, reef, canal, sound, port, tributary, delta
E d. Sea level, lowland, hill, mountain, plateau, river, lake
E e. Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Equator
E f. Low latitude, high latitude, polar zones, middle latitude
E g. Tides, currents, prevailing winds
E h. Sphere
E i. Axis, poles, equator, rotates, hemisphere
E 5. Physical phenomena within political divisions
E a. Landforms
E (1) Major mountain ranges
E (a) Volcanic
E (b) Extrusive
E (2) Plains
E (3) Plateaus
E (4) Deserts
E b. Drainage systems
E (1) Major rivers
E (2) Lakes
E c. Climate and weather
E (1) Precipitation
E (2) Winds
E (3) Temperature
E (4) Humidity
E d. Flora and fauna
E (1) Native plant life by location
E (2) Native animal life by location
E e. Resources
E (1) Water
E (2) Rocks and minerals
E (3) Fuels
E (4) Soils
E (5) Domestic plants and animal life
E (6) Population

E E. The home community

E 1. Physical phenomena
E 2. Social phenomena
E 3. Economic phenomena
E 4. Political phenomena

E F. The State of Arizona

E 1. Use of map skills for orientation within the state
E 2. Cooperation of communities within the state in the use of geographic features to provide for economic development
E 3. Past uses of geographic features within the state
E a. Man's progress in Arizona as dependent upon his ability to find, transport, and conserve water
E b. Pre-historic cultures in Arizona, their location, and their use of geographic features
E (1) Hohokam and Salado
E (2) Mogollan
E (3) Anasazi
E (4) Sinagua
E 4. Arizona's location in relation to other states and the distribution of physical phenomena within Arizona
E a. Location and size
E (1) Present boundaries
E (2) Boundaries before statehood
E (a) Arizona as a part of Mexico
E (b) Arizona as a part of New Mexico
E b. The geology, topography, climate, flora and fauna of the geographic regions
E (1) Desert
E (2) High plateau
E (3) Mountain regions
E (4) Central basin
E c. Drainage systems
E (1) Major and minor rivers
E (2) Ground and surface water
E (3) Alterations of natural flow of water
E d. Scenic features
E 5. Distribution and development of economic phenomena in Arizona.
E a. Cattle and sheep ranching
E b. Mining
E c. Timber
E d. Farming
E e. Manufacturing
E f. Tourism
E g. Education and scientific institutions
E h. Military installations
E 6. Identity and location of political divisions within Arizona
E a. Indian reservations
E b. Counties
E c. Cities and municipalities

E G. The United States, the Western Hemisphere and other areas of the world

E 1. Use of map skills for orientation
E 2. Boundaries and major natural and man-made geographical features and resources of the various states and territories (refer to IIIA and IIIB)
E 3. Boundaries and major natural and man-made geographical features and resources of Mexico and Canada (refer to IIIA and IIIB)
E 4. Boundaries and major natural and man-made geographical features and resources of the countries of Central and South America (refer to IIIA and IIIB)
E 5. Boundaries and major natural and man-made geographical features and resources of other areas of the world (refer to IIIA and IIIB)

IV. Geography as a discipline

E A. The methods of geography

E 1. Observation
E 2. Description
E 3. Measurement
E a. Distance
E b. Direction
E c. Elevation

E B. Various types of geographic study

E 1. Military geography
E 2. Agricultural geography
E 3. Oceanography
E 4. Cartography
E 5. Demography
E 6. Climatology
E 7. Ecology

H C. Leading geographers, explorers, and geographic theories (suggested supplemental examples)

H 1. <u>Cartographers</u>
H a. Anaximander (611 - 547 B.C.) made the first map of the world.
H b. Gerard Kremer Mercator (1512 - 1594) located lands within latitudinal and longitudinal lines rather than by surface distances.
H c. Wallace Attwood (1872 - 1949) developed first international systematic cartography using all known projections.
H 2. <u>Geographers</u>
H a. Eratosthenes (ca. 276 - ca. 194 B.C.) laid down the first broad principles as to the nature of the earth.
H b. Ptolemy of Alexandria (ca. 150 A.D.) provided the first general description of surfaces of the earth in an 8-volume Geography.
H c. Ibn Khaldun (1332 - 1406) developed accuracy in analysis of the relation of lands and people.

H d. Immanuel Kant (1724 - 1804) defined the field of Geography as conceptual and analytical.

H e. Richard Hartshorne (Contemporary) provides a broad philosophical and historical Geography.

H 3. Oceanographers

H a. James Cook (1728 - 1779) made direct observations and reports of the Pacific. Sailed around Antarctica proving that it was isolated from land masses in the temperate zone.

H b. Alexander von Humboldt (1769 - 1859) made map corrections and amplifications; journaled his evidence of the nature and conditions of newly discovered coastal and marine phenomena.

H c. Mathew Fontaine Maury (1806 - 1873) systemized soundings of coastal waters and identified major undersea characteristics, including trenches.

H d. Jaques Piccard (Contemporary) descended to the bottom of the Mariana Trench to study its character.

H 4. Explorers

H a. Henry Hudson (- 1611) explored inland waters, bays, and seas of the north Atlantic; cited temperature changes, salinity, ice movements.

H b. Robert E. Peary (1856 - 1920) studied the Arctic. Discovered the North Pole.

H c. Roald Amundsen (1872 - 1928) traversed Antarctica discovering the South Pole; described seasonal changes, life forms, topography.

SOCIAL STUDIES

ECONOMICS*

It is understood by the authors of this course of study that teachers shall supply appropriate descriptive material not only to illustrate the principles, facts, and concepts in this course of study, but also to acquaint the students thoroughly with the real world that economics seeks to explain, and to enable the student to act effectively in his personal economic life. Such material should include, but not be limited to, the essentials of production, exchange, and consumption of goods and services, the kinds of money and credit used in our economy and the ways in which depreciation, speculation, leasing, insurance, and taxes are handled.

I. Definition

Economics is the study of policies for the adjustment, organization, or administration of affairs or resources; the science that treats production, distribution, and consumption of material things.

II. Major Goals and Sub-goals

A. The student should understand that man's wants are unlimited while his resources are limited.

1. The student should understand that the variety of man's wants is unlimited.
2. The student should understand that within limits resources can be substituted for each other.
3. The student should understand that not all people have the same wants.
4. The student should understand that the particular economic system determines whose wants are satisfied and how.

B. The student should understand the basic principles and institutions of our economic system.

1. The student should understand that free enterprise is the right to work for an employer of one's own choosing at a job of one's own choice; it is the right to hire and to fire, the right to go into business, the right to buy and the right to sell.
2. The student should understand that economic, political and individual freedoms are intimately related.
3. The student should understand that prices are established by the interaction of supply and demand and that they act as a market regulator.
4. The student should understand the role of profit in encouraging risk-taking.

* The concepts embodied in this course of study are to be introduced in an elementary course and are suggested for emphasis in high school.

C. The student should understand a basic economic vocabulary.

D. The student should understand the role of political institutions and beliefs in determining economic systems.

1. The student should understand that government, while providing the legal framework within which our free economy functions, also restricts some of our freedom in order to preserve order.
2. The student should understand that if government's role is allowed to enlarge beyond a certain point, the political organization assumes the functions of the free private sector.
3. The student should understand that in a free society the family and other social institutions are economically independent of central control and thus contribute to uniqueness and individuality.
4. The student should understand that the greater the controls placed upon the economy, the greater the movement from free to totalitarian institutions.

E. The student should have a basic understanding of the operation of our economic institutions.

1. The student should understand how our economic institutions determine what is to be produced.
2. The student should understand how our economic institutions determine how things are to be produced.
3. The student should understand how our economic institutions determine for whom things are to be produced.
4. The student should understand how our political system provides the framework for the operation of our economic institutions.

F. The student should have a basic understanding of the effects of market restrictions in our economy.

G. The student should understand that production by government always draws resources away from private alternative uses.

H. The student should understand that a comparison of our economic system with those under other forms of government will show its success in providing the people of the United States with the highest standard of living and the greatest personal freedom.

I. Students should understand the purposes of studying economics.

1. Students should understand that they are not necessarily passive members of our free, competitive economic system but can be a vital part of it.
2. Students should understand that economic choices must necessarily be made in some manner by society as a whole, that they are involved as citizens in these decisions, and that it is better to make them systematically and intelligently than to make them in a random and uninformed way.

3. Students should understand long range as well as the immediate consequences of economic decisions.
4. Students should understand that political decisions often cannot be separated from our economic consequences, and that these consequences must be taken into account in making the decisions.
5. Students should understand how to think in a rigorous way about social issues that involve a quantitative dimension.
6. Students should understand alternatives that are available for producing goods and otherwise satisfying the wants of consumers.
7. Students should have an understanding of the basic elements of our economic system, and particularly those elements which are peculiar to it.
8. The student should have an understanding of the most important theory and policy alternatives proposed by major contemporary economists.
9. The student should have an understanding of other major economic systems.

III. Facts, Principles, Skills and Concepts

A. Man's wants are unlimited while his resources are limited.

1. The variety of man's wants is unlimited.
   a. Principle: An individual may become satiated with one good.
   b. Principle: An individual is always willing to substitute a little of one good for a little of another.
   c. Principle: An individual is never satiated with all goods whatever.
   d. Concept: At the margin, things can be substituted for each other.
   e. Concept: Some wants can be satisfied through material means.
   f. Fact: There exists a great diversity of demands in the United States and in the world.
2. Within limits, resources can be substituted for each other.
   a. Principle: There are different ways of producing any one thing.
   b. Principle: Not all resources are equally suited to the production of any one thing.
   c. Principle: Relative scarcities of resources, together with the ways resources can be substituted for each other determine how things will be produced.
   d. Concept: At the margin, things can be substituted for each other.
   e. Concept: Cost (What has to be given up to do something.)
   f. Fact: Resources are diverse and versatile.
   g. Fact: No particular resource unit is essential to the production of any broadly defined good.
3. Not all people have the same wants.
   a. Principle: The individual is the unit of study.
   b. Principle: Individuals have different patterns of preferences.
   c. Principle: Demand is the expression of wants.
   d. Principle: No one, other than the individual, has the right or responsibility to determine or express the individual's preferences.

e. Concept: Individual choice (Following one of several alternatives)
f. Fact: Diverse life styles are followed by choice.

4. The particular economic system determines whose wants are satisfied and how.
   a. Principle: A society cannot avoid making economic choices, though the choices may not be made consciously or explicitly.
   b. Principle: Social economic decisions may take account of individual preferences in varying ways and degrees, or may ignore them altogether.
   c. Concept: Social economic choice (Society following one of several alternatives)

B. The basic principles and institutions of our economic system

1. Free enterprise is the right to work for an employer of one's own choice; it is the right to hire and fire, the right to go into business, the right to buy and the right to sell.
   a. Concept: Private property rights
      (1) Right to acquire property
      (2) Right to use property
      (3) Right to dispose of property
   b. Concept: Free enterprise
      (1) Individual initiative
      (2) Responding to changing market demand
      (3) Pursuit of a chosen occupation
   c. Concept: Contracts
      (1) The advantages of freely negotiated contracts
      (2) The role of government in enforcing a contract in its terms
      (3) Breach and fraud: Compensation for damages
2. Economic, political and individual freedom are intimately related.
   a. Principle: Every end, including political ends, requires at least some material means.
   b. Principle: Control of material means that society entails determination of which political ends shall be effected.
   c. Concept: Freedom is the extension of one's self through the exercise of choice.
   d. Fact: Economic freedom has never survived in partnership with political subservience.
3. Prices are established by the interaction of supply and demand and act as a market regulator.
   a. Principle: Equilibrium price clears a market.
   b. Principle: Price is a signal to producer and consumer, and a reward and restraint to them as well.
   c. Principle: Market demand curves slope downward, market supply curves ordinarily slope upward.
   d. Concept: Equilibrium price. (The price at which quantity supplied equals quantity demanded.)

e. Concept: Demand
f. Concept: Supply
g. Concept: Market
h. Concept: Disequilibrium (price ceilings, floors, market shortages and surpluses)
i. Fact: Artificial prices almost invariably lead to shortages or surpluses of commodities and the necessity of rationing.
j. Skill: Plotting and reading graphs

4. The role of profit in encouraging risk-taking
   a. Principle: The entrepreneur who responds first and best to a change in market demand is rewarded with a higher return on his investment.
   b. Principle: The entrepreneur who guesses wrong about the demands in the market will take a loss.
   c. Principle: The possibility for profit is always connected with a possibility for loss.
   d. Concept: Entrepreneurial profit (which must be distinguished from monopoly profit)
   e. Concept: Monopoly profit (arising not from entreprereurial acts, but instead from restrictions on the market)
   f. Concept: Ordinary return on invested capital

C. Basic economic vocabulary (examples only)

exchange	money
scarcity	Federal Reserve System
resources	recession
goods	credit
commodities	entrepreneur
services	corporation
market	demand
gross national product	supply
production	marginal
inflation	cost
price index	price
real income	equilibrium
saving	profit
investment	competition
capital goods	monopoly
interest rate	externality
discounted future value	progressive taxation
parity	subsidy
comparative advantage	balance of payments
balance of trade	exchange rate
foreign exchange	devaluation

D. The role of political institutions and beliefs in determining economic systems

1. Government, while providing the legal framework within which our free economy functions, also restricts some of our freedom in order to preserve order.

a. Principle: Government must at least enforce property rights, enforce private contracts, and maintain a money system.
b. Principle: A market exchange economy cannot survive under political anarchy.

2. If government's role is allowed to enlarge beyond a certain point, the political organization assumes the functions of the free private sector.
   a. Principle: Production of some goods, such as national defense, is necessarily undertaken by government.
   b. Principle: True public goods which must be produced by government are well defined and relatively few in number.
   c. Concept: Public goods (The consumption of which by one person leaves no less to be consumer by others, and from the consumption of which no one can be excluded; e.g., national defense.)
   d. Fact: Our private sector has shown itself ready, willing and able to produce, for a price that covers costs, almost anything that is demanded in the way of material goods and services.

3. Ih a free society the family and other social institutions are economically independent of central control and thus contribute to uniqueness and individuality.
   a. Principle: Government and the individual are not the only economic units in society.
   b. Principle: Economic units do not always use the free market system within themselves.
   c. Principle: The economic freedom of the individual within institutions is assured by guaranteeing to the individual mobility to move between institutions, and the right to attempt to establish new institutions.
   d. Fact: The family is a mainstay of the individual and an alternative to sole reliance upon government.

4. The greater the controls placed on the economy, the greater the movement from free to totalitarian institutions.
   a. Principle: In addition to its responsibility to produce true public goods and maintain the framework of the market economy, the government has a responsibility to adjust its taxing and spending activities in such a way as not to distort relative costs (scarcities of resources).
   b. Principle: Government may appropriately tax or subsidize, in certain well-defined cases, private economic activities which generate significant external or "neighborhood" effects.
   c. Principle: Economic actions by government, other than the maintenance of the market framework, production of true public work goods, and adjustments of externalities, must entail some substitution of government preferences for private preferences.
   d. Concept: Externality (Cost or benefit of an action which does not rest on the actor.)
   e. Concept: Taxation and subsidization.

E. The operation of our economic institutions

1. Economic institutions determine what is to be produced.
   a. Principle: Consumer preferences are the reality which underlies market demand.
   b. Principle: Market prices are signals to producers of goods.
   c. Principle: Market prices are rewards to producers who help satisfy consumer preferences.
   d. Principle: Market prices reflect relative scarcities of resources as well as relative preferences of consumers.
   e. Fact: The free market exchange economy results in the production of goods to satisfy the most pressing wants without the central direction of government.
2. Economic institutions determine how things are to be produced.
   a. Principle: Resource prices reflect their relative scarcities.
   b. Principle: The value of a resource within a producing firm depends upon the productivity of the resource and the market price paid for its output.
   c. Principle: Those resources will be used in production of a good which are of a value in production at least as great as their price.
   d. Fact: The free market exchange economy results in the production of goods in the most efficient manner available.
3. Economic institutions determine for whom things are to be produced.
   a. Principle: Income and prices limit the consumer's ability to satisfy his wants.
   b. Principle: Prices reflect the relative scarcities of resources and the relative strengths of market demands.
   c. Principle: The individual's income is dependent principally on his material productivity, or his ability to satisfy the wants of others.
   d. Principle: Charitable and philanthropic actions by individuals do not contradict or hinder the competitive free market exchange economy.
   e. Principle: A low income hinders a person not in what he can buy, but only in how much he can buy.
   f. Fact: There is substantial inequality of income in the United States.
   g. Fact: In the United States, but not in most other countries, there are no well-defined economic or income classes.
   h. Fact: Income inequality is most often due to market restrictions, not to freely competitive exchange.
   i. Fact: There are minimal charitable distributions of goods to particular individuals which government cannot refuse to undertake when private charity fails to do so.

4. Our political system provides the framework for the operation of our economic institutions.
   a. Principle: Government in a modern economy must provide for a medium of exchange.
   b. Principle: Regulated banks can serve as an integral part of a monetary system.

c. Principle: Money affects the real production of goods.
d. Principle: The production of public goods affects the production of goods in the private sector of an economy.
e. Principle: The enforcement of private contracts is an integral part of a constitutional form of government.
f. Concept: Fiscal policy
g. Concept: Monetary policy
h. Concept: The banking system
i. Concept: Money and credit

F. The effects of market restrictions in our economy

1. The elements of the operations of governmental regulatory commissions
   a. Concept: Natural monopoly (A market in which not more than one firm can exhaust all available economies of scale.)
   b. Principle: Different goals of regulation are possible.
   c. Principle: Different methods of regulation are available.
   d. Principle: Trade-offs are ordinarily possible between the goals and the methods of regulation.
   e. Principle: Regulation can rarely attain all desirable goals.
   f. Fact: Regulation by government in the United States has seldom reached ideal results.
2. The basic structure and operation of labor unions
   a. Principle: In open competitive markets, input factors are rewarded according to their marginal contribution to productive output.
   b. Principle: Where an employer has non-competitive power in a market, exploitation occurs.
   c. Principle: Where an employee (or union) has non-competitive power in an otherwise competitive market, exploitation occurs.
   d. Principle: In a market in which both employer and employee have significant non-competitive power, non-economic factors will determine the final levels of wages and employment.
   e. Concept: Collective bargaining (as found in law).
   f. Concept: Exploitation. (The difference between what must be paid for something and its value at the margin.)
3. The economic effects of the government's use of its welfare and policing powers
   a. Principle: Government actions impinging on the economy, except where externalities, public goods, or the maintenance of the market are involved, necessarily abridge some consumer preferences.
   b. Principle: Any government action requires resources and at least in that way impinges on the economy.
   c. Principle: Ordinarily, the most important effect of the use of the welfare and policy powers by government is in the redistribution of goods among persons and groups in the economy.

G. Production by government always draws resources away from private alternative uses.

a. Principle: Government production of public goods can occur.
b. Principle: Government production of goods requires the use of resources.
c. Principle: Resources are generally very flexible and useful in a wide variety of ways.
d. Principle: The value of alternative uses of resources is their cost.
e. Principle: Government production of goods can be too costly, when compared to the production of those of other goods by private firms.

H. A comparison of our economic system with those under other forms of government will show its success in providing the people of the United States with the highest standard of living and the greatest personal freedom.

a. Principle: Our standard of living is calculated by reference to individual economic wants.
b. Principle: A competitive market economy, supported by appropriate minimal government activities, results in an optimal allocation of resources and distribution of goods.
c. Fact: Many other countries are less free and necessarily less prosperous; for example, the Soviet Union.

COURSE OF STUDIES FOR WORLD HISTORY*

Preamble: The vastness of the subject of world history, a field consisting of the individual histories of many peoples, civilizations, and geographic regions, some closely interacting, others seemingly or actually unrelated, makes it impractical to teach world history in its entirety in strictly chronological order.

For this reason, and because of the close relationship between the histories of the United States and Europe, this course of study first presents the history of men, peoples, and civilizations totally involved in or closely associated with European history.

The histories of other major civilizations, regions, or continents of the world are introduced whenever it seems appropriate and necessary to discuss their impact upon the history of Europe or of the United States.

Definition: World History is the study of the past of all mankind.

I. Major Goals and Sub-goals

E & H A. Students should understand that chronology is basic to the study of history.

E & H B. Students should understand that there is both continuity and change in human affairs, that both the problems and achievements of mankind have their roots in the past.

E & H C. Students should understand the importance of geography to the study of history in order to be able to place events and civilizations in their proper locations.

E & H D. Students should understand the geographic origins of various peoples, their movements, settlement, and the effect of these upon subsequent history.

E & H E. Students should understand that environment influences, but is not the sole determinant of historical development of civilizations.

E & H F. Students should understand that the amount of political and economic freedom individuals have directly affects the quality of their lives.

II. Facts, Skills, and Principles

E A. Pre-Historic Man and Ancient Families of Man

* The goals and sub-goals preceded by an E should receive major emphasis in an elementary course, those preceded by an H are suggested for emphasis in high school, and those preceded by an E & H should be introduced in elementary and are suggested for further indepth pursuit in high school.

E. 1. Pre-history -- Our knowledge of pre-history (before written record) is dependent upon physical remains, legends, and religious traditions.

E a. Earliest known Homo Sapiens - Olduvai Gorge

E b. Development of people of the Mediterranean era -- Old Stone Age

E c. New Stone Age man -- built upon and improved upon the discoveries of Old Stone Age man

E (1) Groups evolved from the family unit, to the village unit, to the development of laws of conduct and simple government.

E (2) Man's unique desire to better himself was responsible for his continuing development.

E 2. Ancient families of man that have had great influence

E a. Eastern Mediterranean peoples

E (1) Geographic advantages

E (2) Common developments bring the region into historic times

E (a) Use of metal

E (b) Calendar

E (c) Irrigation, flood control, and government

E (d) Use of writing

E i. Hieroglyphics--Rosetta Stone

E ii. Cuneiform writing--Behistun Rock

E (3) Egyptians

E (a) Old Kingdom -- Pyramid Age (ca 3000-2300 B.C.)

E (b) Middle Kingdom -- Feudal Age (ca 2000-1800 B.C.)

E (c) Empire Age (ca 1600-1200 B.C.)

E (d) Decline

E (e) Cultural developments

E i. Agriculture, industry, and commerce

E ii. Social classes

E iii. Architecture and engineering

E iv. Mathematics and medicine

E v. Arts

E vi. Education

E vii. Religion

E (4) Mesopotamians in Fertile Crescent

E (a) Sumerian city states (ca 4000 B.C.)

E (b) Babylonians after (ca 2300 B.C.)

E i. Hammurabi's Code of Laws

E ii. Extensive agriculture, commerce, and industry

E iii. Social classes

E iv. Architecture, engineering, science, and arts

E v. Religion

E (c) Hittites conquer by use of iron weapons

E (d) Assyrians refine art of warfare

E (e) Chaldeans

E (f) Persians contribute Zoroastrianism

E (g) Phoenicians develop trade and colonies

E (h) Hebrews produce Mosiac Laws, Old Testament, One God -- Jehovah

E b. Africa
E (1) Effects of geography
E (a) Desert (Sahara)
E (b) Savannah Lands
E (c) Rain-Forests
E (d) Nile Valley
E (2) Early African civilizations
E (a) Old and New Stone Age man in Kenya and Tanganyika
E (b) Cave paintings of South Africa (ca 20,000 B.C.)
E (c) Farming (ca 4000 B.C.)
E (d) Iron, copper, bronze tools, and artifacts (5th century B.C.)
E (e) Hieroglyphic scripts and reports from Asia, Arabia, Greece, Persia and the Eastern Mediterranean
E (3) Impacts of migration and trade contacts on the developing civilizations
E (a) The Bantu migrations begin (ca 100 A.D.)
E (b) Trade contacts
E i. Egyptians
E ii. Carthaginians
E iii. Berbers

E B. Greek Civilization

E 1. City-State
E 2. The development of Sparta and Athens
E a. Sparta believed everyone belonged to and existed for the state.
E (1) No individual rights
E (2) Limited education
E (3) Isolated citizens by discouraging trade and exchange of ideas
E (4) Limited progress in art, science, or literature
E b. Athens and limited government
E (1) Individual rights protected by written law
E (2) Education stressed
E (3) Progress in art, literature, and science
E (4) Access to and exchange of ideas
E (5) Development of colonies as a way of increasing material well being
E c. Conflicts between Athens and Sparta
H 3. The role of the free and informed mind in seeking and organizing knowledge
H a. Socrates (470-399 B.C.) and Plato (427-347 B.C.) in political, philosophical, and religious thought
H b. Aristotle (384-322 B.C.) and others in science
H c. Euclid in mathematics (300 ? B.C.)
H d. Hippocrates (460?-377? B.C.)
H e. Herodotus (484?-424? B.C.)
H 4. The joy of creating and appreciating beauty
H a. Overview of Greek art, literature and architecture

H b. Golden Age under Pericles (461-429 B.C.)
E 5. Development and decline of Greece
E a. Greek and Persian War (492-480 B.C.)
E b. Effects of the battle of Salamis
E c. Peloponnesian War (431-404 B.C.) (as one of the causes of the downfall of Athens)
E d. Conquest of Greece by Macedonia
E (1) Causes
E (2) Alexander the Great (336-323 B.C.)
E (3) Spread of Greek civilization as merged with Macedonia (after 338 B.C.)

E C. Roman Civilization

E 1. Contributions made by the Romans
E a. Our general form of government (Republic)
E b. Our respect for law and justice
E 2. History, development, and decline of Rome (beginning of the Republic ca 500 B.C.)
E a. Political development
E (1) The Republic of Rome
E (2) Etruscan conquest
E (3) Two consul system
E (4) Plebeian assembly
E (5) Period of the Caesars
E (6) Justinian Code
E (7) Provincial system
H b. Cultural development
H (1) Romans adapt Greek ideas, art, religion, and philosophy (largely via Greek slaves)
H (2) Latin and Greek languages taught
H (3) Great Romans and their writings (Cicero, Seneca, Marcus Aurelius, Tacitus, Horace, and Virgil)
H (4) Architectural developments
H (5) Historical impact of religious thought
E c. How the Roman Republic becomes the Roman Empire
E (1) Roman conquests of the Greek city-states and Italy (146 B.C.)
E (2) Conquest of Carthage and Spain (Punic Wars) (246-146 B.C.)
E (3) Conquest of Macedonia (197 B.C.)
E (4) Conquest of Asia Minor, Syria, Palestine, and Egypt (30 B.C.)
E d. Judaism and the Roman Empire
E (1) Jews continue struggle to realize the freedom they felt was God-given.
E (2) Jews carry their ethics and religion to all parts of the world.
E (3) Influence of Hebrew literature and moral code upon civilization.
E (4) Diaspora

E e. The decline of Rome
E (1) Abuse of power by Patricians, resulting in moral decay, lack of citizens' responsibility and self-reliance, and mob rule
E (2) Increased use of slaves disrupts the economic and governmental system of Rome
E (3) Excessive taxation to pay for increased dependency of the population on the government
E (4) Influx of barbarians
E (5) Army changing from citizen soldiers to mercenaries
E (6) Differing goals of Christianity and Empire
E (7) Failure to assimilate conquered people on an equal basis
E f. Attempts by Julius Caesar to restore Rome
E (1) Military conquests
E (2) Citizenship to conquered people
E (3) Caesar as dictator
E g. Rome under the Emperors (B.C. 44 - A.D. 337)
E (1) Christianity and Roman government
E (2) Establishment of the Church of Rome
E (3) Edict of Milan (313 A.D.) - Council of Nicaca
E (4) Christianity becomes official religion
E h. Final collapse of the Roman Empire
E (1) Invasions of Visigoths, Vandals, and Huns, and their effects
E (2) Split into Eastern and Western empires
E (3) Continuing attacks by barbarians
E (4) Defeat of Romans by Visgoths and the repeated sacking of Rome (378 A.D.)
E (5) Fall of Western Empire (476 A.D.)

E D. Ethiopia

E 1. Meroe becomes capitol of Ethiopia (Numbias 502 A.D.)
E 2. Center of Christian culture
E 3. Islam introduced through trade contacts with Arabs
E 4. Coptic Church established - 4th century A.D.

E E. The three civilizations which succeeded the Old Roman Empire

E 1. The Western half of the Old Roman Empire
E a. Effects on Western Europe of withdrawal of Roman protection
E (1) Trade declines and communications suffer
E (2) Lack of public safety
E (3) No organized government
E (4) Shortage of labor
E b. Gothic Wars (Byzantine) further damage Rome and Italy
E (1) Subsequent conquest by Lombards
E (2) Popes pay tribute to Byzantium
E c. Invasions of Britain by Anglos and Saxons

E d. Arab invasions
E e. Continued Barbarian Invasions - Viking
E (1) Invasions of Christianized Ireland
E (a) Golden Age in Ireland (700-1000 A.D.)
E (b) Vikings and Norman-English take parts of Ireland
E (2) 9th century Viking invasions
E (a) Settlement of Iceland, Greenland, and excursions to North American Continent
E (b) Through Russia to Constantinople
E (c) Ireland, England, and France
E (3) Magyars from Central Asia invade (late 9th century)
E f. Carolingian Dynasty in France
E (1) Charles Martel defeats Moslems (732 A.D.)
E (2) Pepin's defeat of Lombards in Northern Italy, establishment of protectorate over Pope
E (3) Charlemagne's Empire
E (4) Decline of Empire
E 2. The Old Eastern (Byzantine) Empire
E a. Greek influence upon the Eastern Empire
E b. History of empire
E (1) Justinian
E (2) Jsaurian and Macedonian Dynasties
E (3) Decline of Empire
E 3. Moslem Empire (635-732 A.D.)
H a. Adoption of elements from conquered civilizations
H b. Contributions made in scientific, philosophical, political, artistic, and religious thought
E c. History
E (1) Rise of Moslem religion begins (622 A.D.)
E (2) Arab conquests of Persia, Syria, Palestine, Egypt, and most of North Africa
E (3) Occupation of most of Spain (720 A.D.)
E (4) First defeat by the West, but serious threat to Christianity continued (732 A.D.)
E (5) Complete naval domination of Mediterranean
E d. Decline of Moslem civilization
E (1) Lack of effective central administration causes division of empire into separate states.
E (2) Christian armies take Toledo (1085) and Cordova (1236)
E (3) Empire is split up between Persians and Turks
E (4) Mongols invade Persia and Mesopotamia

E F. Western Europe (1000-1300)

E 1. Decrease in threats from Magyars, Moslems, Vikings
E 2. Feudalism replaces centralized government.
E 3. Characteristics of Feudalism
E a. Formal relationships between classes
E b. Seignorial system
E c. The manor as an agricultural unit
E 4. Increasing internal security
E a. Stronger governmental units
E b. Peace of God and Truce of God

E 5. Population growth leads to and is increased by economic development.
E a. Colonization within Europe
E b. Better farming methods, technology, growth of trade
E 6. Influence, efforts and accomplishments of the Church
E a. Preservation of Roman Civilization
E b. Further estrangement of Eastern and Western culture due to split between Rome and Constantinople (1054)
E c. Administrative system develops
H d. Class status can be changed by entering the priesthood
H e. The impact of Monasticism
H f. Art, literature, music, and Gothic architecture
H g. Development of theology
H h. Canon Law and church courts
E 7. Effects of church on political systems
E 8. The Crusades
E a. Causes
E b. First Crusade (1096-1099)
E c. 2nd, 3rd, and 4th Crusades
E d. Increased leadership of the Church in the West
E e. Trade revival
E f. Social changes
E 9. Wealth and power in new hands undermine the feudal system based on agriculture and dependent relationships.
E 10. Merchant-Bankers
E a. Italian Florentine bankers lay the foundation for the modern banking system.
E b. The role of wealthy religious houses as bankers

E G. Ancient Eastern civilizations which come in contact with Europe

E 1. China
E a. Effects of Chinese geographic isolation
E b. China, before the Greeks, develops important religions, science, technology, trade.
E (1) Hsai dynasty (2000-1750 B.C.)
E (2) Shang dynasty (1750-1122 B.C.) China's single written language contributed to her cohesiveness
E c. Chou dynasty (1122-256 B.C.)
E (1) Feudal system begins
E (2) Development of Confucianism, Taoism, and Legalism
E d. Chin dynasty (256-207 B.C.)
E (1) Legalism prevails - repressive government
E (2) Tarter invasions and the Great Wall
E (3) Unification of China
E e. Han dynasty (205-220 A.D.)
E (1) Confucianism basic to governmental and educational systems (Moral Code provides base for a philosophy of government).
E (2) China expands and progresses.
E (3) Buddhism comes to China.

E (4) Han dynasty falls and China splits into rival kingdoms.
E (5) Civil War
E (6) Barbarian invasions and Dark Ages
E f. Tang period begins - Emperiors of China (618-907 A.D.)
E (1) Education
E (2) Art and literature
E g. Chinese Golden Age (Sung Period) (960-1279 A.D.)
E (1) Art, literature, and science
E (2) Movable print
E (3) Gunpowder
E (4) Beautiful porcelain (Genghis Khan invades North China)
E h. Kublai Khan conquers China (1260).
E (1) Christians come to China.
E (2) Mongol empire develops (Yuan dynasty).
E (3) Marco Polo visits China.
E 2. India
E a. Epic poems tell earliest legends (Mahabharata, Ramayana, Vedas, and Upanishads).
E b. Indian dynasties
E c. Asoka (273-232 B.C.)
E (1) Expansion of empire
E (2) Buddhism
E (3) Council of Patna
E d. The Moslems in India
E (1) Turks invade in the 11th century.
E (a) Controls N. and N.W. India and establishes capital at Delhi.
E (b) Turkish Empire (1192-1398 A.D.)
E (c) Mongols raid (Genghis Khan)
E (d) Tamerlane (Turk) builds an empire and invades India (1398 A.D.).
E (e) India divided
E (2) Mogul Empire founded by Babur (1525 A.D.).
E (a) Rule of Akbar
E (b) Influence of Persian culture
E (c) Persian and Hindu blend - form Urdu language
E (d) Architecture flourishes
E 3. Japan
E a. Early Japan
E (1) Mixed Mongolian descent
E (2) Lived in clans
E (3) Adapted Chinese art, philosophy, literature, and religion
E (4) Yamato Clain becomes ruling clan.
E (5) Shintoism has religious and political ramifications.
E (6) Divinity of emperor
E (7) Buddhism begins (6th century A.D.)
E (8) Shintoism and Buddhism blend in Japanese culture.
E b. Emperor unites Japan and develops Feudal System.

E (1) Nobles
E (2) Knights (Samurai) (800-1100)
E (3) Power passes from emperors to war lords.
E c. Rise of nobles and development of Shoegrens as real rulers (1192).
E (1) Development of No drama
E (2) Arts flourish

E H. Early Russia

E 1. Early history
E a. Influence of topographical uniformity of the Eurasian Plains and wide navigable rivers
E b. Slavic roots of Russian people
E c. Vikings gain control of Eastern Slavs.
E d. Development is influenced by the Moslems and the Byzantine Empire through trade.
E (1) Religion - Vladimir I brings Christianity to Russia in 980's.
E (2) Written language (adoption of Cyrillic Script)
E (3) Strength and influence of Russian Orthodox Church
E e. Eastern Europe is subject to attacks by Barbarians long after these attacks cease in Western Europe.
E (1) Mongols invade (1237)
E (2) Genghis Khan and his empire
E (3) Mongol rule in Russia

I. Europe

H 1. Differences between East and West
H a. Cultural goals
H (1) Ideal Eastern man is contemplative, philosophic, and other worldly
H (2) Western man develops a competitive, aggressive, and productive merchant class.
E b. National relationships
E (1) China and the East become isolationist as civilization becomes static.
E (2) Rise of Western monarchies spurs overseas ventures.
E 2. England
E a. Alfred the Great defeats Norsemen.
E (1) Pacifies England
E (2) Establishes schools
E b. William the Conqueror (1066)
E (1) Tax system (Doomsday Book)
E (2) Centralizes government
E c. Henry I and system of law
E d. Henry II - King's law replaces feudal law.
E e. Richard the Lion Hearted and French and Turkish Wars
E f. King John and the Magna Carta (1215)
E g. Henry III -- King's Council (Parliament)
E h. Simon de Montfort (Great Council enlarged to include representation of towns.)

E i. Edward I and the Model Parliament (1300)
E j. Edward III and Hundred Years' War
E (1) Beginning War of Roses between York and Lancaster
E (2) Growth of parliamentary power
E k. Black Plague (1347-1351)
E 3. France
E a. Capetian line (987-1328) extends power outward from Paris by marriage and conquest.
E b. The Hundred Years War with England
E (1) Death of last Capetian King leads to claims by Edward III.
E (2) Conflict over feudal lands held by English Kings in France.
E (3) Henry V of England forces French to recognize his claim to throne (1415).
E (4) Charles VIII (1422-1461) recovers lost lands and expels English by 1453 (Joan of Arc's role).
E c. Effects of struggle with England
E (1) Devastation of both France and England
E (2) Rise of modern form of nationalism as result of intense rivalry between the two nations
E d. Louis XI (1461-1483) - France begins recovery.
E (1) Duchy of Burgundy overcome
E (2) France reunified a strong monarchy.
E 4. The Holy Roman Empire (the German Empire)
E a. Otto I, first emperor, crowned at Rome (962).
b. Peak of Greatness, Henry III (1039-1056)
E c. Investiture controversy
E d. Golden Bull (1356-7)(permanent imperial electors)
E e. Rise of Hapsburg Dynasty
E 5. The Netherlands -- prosperous free towns (similar to Italian city states) Divided between Spain (Belgium) and Austria.
E 6. Spain and Portugal -- continuing struggles for unification and against the Moslems.

E J. Africa

E 1. Ghana (700-1300 A.D.)
E a. Oldest of early empires of the Sudan
E b. Gold exports
E c. Control of trans-Saharan trade
E d. Weakened by invasions by bands of Moslem fanatics
E 2. Mali (700-1500 A.D. - Moslem country)
E a. The conquerors of Ghana
E b. Most famous kings
E (1) Sundiata Keits
E (2) Conga Musa
E c. Musa's pilgrimage to Mecca in 1324
E (1) Spectacular show of wealth
E (2) Recorded in Europe

E d. Center of learning begun in Timbuktu
E e. Began to decline in the late 1400's

E K. Renaissance Europe (1350-1600)

H 1. New concepts and values bring "The Renaissance".
H a. The church was progressively weakened.
H b. Contact with cultures of different values was expanded.
H c. Expansion of arts, science, philosophy, and communication
H d. Development and role of centers of learning
H (1) Paris
H (2) Salerno
H (3) Prague
H (4) Oxford
H (5) Vienna
H (6) Bologna
H (7) Cambridge
H e. Attempts of secular and church leaders to limit the new laws.
H 2. Italy leads Europe into a Renaissance of cultural activity.
H a. Italy's proximity to classical origins, urban city-state development, and continuous trade with highly civilized Moslem peoples stimulates an intellectual and artistic rebirth.
H (1) Scholarship and literature
H (a) Petrarch
H (b) Boccaccio
H (c) Machiavelli
H (d) Dante
H (2) Development of Aldine press
H (3) Art
H (a) Giotto
H (b) Michelangelo
H (c) da Vinci
H (d) Botticelli
H (e) Titian
H (f) Raphael
H b. Europe develops into national states rather than city-states, remaining mainly agricultural and rural and influenced by medieval life and thought.
H (1) Scholarship and literature
H (a) Cervantes
H (b) Erasmus
H (c) Thomas More
H (d) Rabelais
H (e) Elizabethean Literature
H (2) Gutenberg Press
H (3) Renaissance Art - outside Italy
H (a) Durer
H (b) El Greco
H (c) Van Eycks Brothers
H (d) Peter Breughel

H (e) Holbein
E c. Rise and development of Hanseatic League

E L. The European nations begin to explore the world.

E 1. Availability of capital, desire for expansion of trade, and new technology induced exploration.
E 2. The Portuguese explorations begin (1415)
E a. Prince Henry the Navigator
E b. Exploration of Africa begins
E c. Motives for exploration: convert the heathen, check the Moslems, make contact with Abyssinian Christians; later, trade, including slave trade.
E d. Portugal's sea route to India opened (1487-1498).
E e. Diaz sails around Cape of Good Hope.
E f. Portuguese conquests in the Far East
E g. The results of exploration and trade (Portugal becomes a major power by 1520)
E 3. The Spanish Explorations - conquest and settlement
E a. The voyages of Columbus
E b. The Papal Lines of Demarcation
E c. Later, Spanish exploration and conquest
E (1) Ponce De Leon - Florida (1513)
E (2) Balboa discovers Pacific (1513)
E (3) Cortez conquers Mexico (1518-1521)
E (4) Pizarro takes Peru (1531-1533)
E (5) Crellana explores South America
E (6) Coronado reaches Kansas (1540-1542)
E (7) Ferello explores Pacific Coast to Oregon (1542-1543)
E (8) Religious Missionaries
E d. 1519 - Magellan and the first voyage around the world
E 4. The English and French exploration of the New World
E a. John Cabot for England (1497-1498)
E b. Verrazano for France (1524)
E c. Three Cartier expeditions (1534-1541)
E d. No permanent English or French settlements until 17th century
E 5. Decline of influence of Mediterranean countries as a result of loss of trade monopoly.

E M. Latin America

E 1. Mexico
E a. Civilizations prior to Spanish Conquest
E b. Spanish conquest and occupation (1521-1821)
E (1) Montezuma, Emperor of Aztecs
E (2) Cortez's Conquest
E (3) DeNiza's Expedition to North
E (4) Coronado's search for Seven Cities of Cibola
E (5) Settlements in California, Arizona, and New Mexico

E 2. Central and South America
E a. The Pre-Columbian Period
E b. The Colonial Period
E (1) Discovery, conquest, and settlement
E (2) Political and religious institutions
E (3) Economic life
E (4) Social and cultural life

E N. Africa

E Songhay becomes great power (Islamic successor of Mali).
E 1. Controlled West Africa
E 2. Greatest ruler - Askia the Great
E a. Reorganized the army
E b. Improved banking and credit systems
E c. Developed intellectual centers
E 3. Center of education
E a. University of Sankore - Timbuktu (15th - 16th century)
E b. Attracted scholars from Africa and the Far East
E 4. Began to decline in 17th century and several lesser states developed in East and South Africa.
E 5. Ethiopia suffers Moslem revolt in 1500's.
E 6. Other kingdoms
E a. Benin
E b. Ife
E c. Oyo
E d. Hausa States (16th - 18th century)
E e. Ashanti Kingdom (15th - 19th century)
E 7. Invasion of the civilizations of Sub-Sahara Africa
E a. Destruction of native rule
E b. Religious chaos
E c. Enslavement of millions of the young and strong - bleeding the continent of manpower
E d. European economic interest: gold, ivory, diamonds, land
E e. Promotion of tribal wars

E O. European development during the period of exploration

E 1. General tendencies
E a. Spain, Austria, and England become unified amidst conflict with French nation.
E b. Rulers accumulate power at expense of church and nobility, often to benefit of towns.
E 2. Italian-German Empire still disunited
E a. City life never declined in Italy and neither feudalism nor national states developed to the same extent as the rest of Europe.
E b. Powerful city-states kept Italy from unifying into a nation.
c. Germany remained divided into nearly 300 independent states with warring nobles until the end of the 13th century.

E 3. France -- the strongest state is opposed by Spain, Austria, and England.

E a. Louis XI - centralized government, consolidated power, tripled revenue, acquired Anjou, Maine, Provence, and part of Burgundy.

E b. The disastrous Italian campaigns

E c. Further steps toward absolutism

E d. Alliance with Ottoman Turks

E 4. The unification of Spain

E a. Marriage of Aragon (Ferdinand) and Castile (Isabella)

E b. The Spanish monarchy centralizes political power.

E c. The Church becomes nationalized.

E d. The Spanish Inquisition

E e. Expulsion of perhaps 200,000 Jews (1492)

E f. Expulsion of remaining Moslems (1492)

E g. Charles (1516-1556) - German emperor, Holy Roman Emperor, heir to Spanish crown, ruled for Austria, and ruled on the death of Ferdinand, more territory than any other man in Western history and continued to the high point of Spanish influence.

E 5. England - the scene of dynastic struggle as monarchy centralizes power.

E a. Wars of Roses (1455-1485) Lancaster vs. York

E b. Henry VII (1485-1509) seeks to restore monarchy through marriages to other ruling families.

E c. Courts of Star Chamber

E d. Henry VIII (1509-1547) achieves general order and prosperity.

E (1) Establishes Church of England

E (2) Act of Supremacy (1534 - king becomes head of Church)

E (3) Confiscation of church lands

E (4) House of Commons and House of Lords established.

E e. Edward VI encourages growth of Protestantism.

E f. Mary restores Catholicism.

E 6. Russia remains too remote to greatly affect Western Europe.

E a. Ivan II becomes Tsar (1498)

E (1) Builds Moscow

E (2) Builds Kremlin

E (3) Russia becomes a state

E (4) Byzantine influence and the development of the Russian Orthodox Church further cuts Russia off from European thought.

b. Ivan IV (1533-1584) - Russa lags behind the countries of Western Europe in all phases of development.

(1) Centralizes power

(2) Creates land holders

E c. Theo I

E (1) Binds serfs to land

E (2) Civil War and Polish invasion

E 7. Eastern Europe remains feudal and is torn by wars of nobility and conquests of Ottoman Turks.

E 8. Italian City-States -- Italian wars (beginning 1494) with France vs. the Holy League give rise to the concept of balance of power.

H P. Effect of new religious philosophies on the political and economic development of the European nations.

H 1. John Wycliff attached the theology of the medieval church (1378-1380).

H a. Suppressed by Henry IV

H b. Lollard movement attempts to reorganize church.

H c. Presents idea of secularly controlled church

H 2. Martin Luther

H a. Opposition to church practices splits Western Europe into two camps -- Catholic and Protestant.

H b. Translation of Bible into German encourages education so all could read Word of God.

H c. Encourages the development of German Nationalism

H (1) Critical of payment of taxes to Rome

H (2) German princes seize church property and establish Lutheranism as official state religion.

H d. Lutheranism spreads to Norway, Denmark, and Sweden.

H e. Seeks aid of princes and nobles and further splits Holy Roman Empire

H 3. John Calvin

H a. Like Luther, Calvin considered Bible supreme, translated Bible into French.

H b. Founds Theocratic state at Geneva (1541)

H c. Calvinism spreads to England (1558)

H d. Revolt of Netherlands, Calvinism becomes an international movement.

H 4. Anglican Church

H a. Church begins as a separatist movement.

H b. Abolition of monasteries and other changes introduce Protestant character.

H c. Compromise of Elizabeth I retains organization of medieval church coupled with Protestant theology.

H d. Influences of Calvinism

H e. Persecution of English Puritans (Richard Hooker 1594-1601) for seeking to purify Anglican Church.

H 5. Catholic Reformation

H a. Founding of Capuchin and Theatine orders to reform clerical life

H b. Society of Jesus (Jesuits) to win back Protestants and combat heresy.

H c. Council of Trent

H (1) Protestants pronounced heretics

H (2) Reaffirm Catholic doctrines

H d. Reform of Curia (governing body)
H e. Inquisition established (especially Spain and Italy)
H f. Index of prohibited books established

E Q. Dynastic conflicts and Wars of Religion (1500-1715)

E 1. Spain
E a. Philip II of the Catholic Reformation
E b. Thirty years war - defeat by French (1643) ends Spanish military supremacy in Europe.
E c. England, Holland, and France attempt to dispose of Spanish succession and Empire by private agreement.
E 2. France
E a. Beginning of Protestant movement (Wycliff, Luther, and Calvin)
E b. Treaty of Cateau - Cambresis (Spanish power peak)
E c. Wars of Religion (1563-1599) Calvinists
E d. Henry IV, restores monarchy, Edict of Nantes (1598).
E e. Louis XIII and Cardinal Richelieu
E f. Louis XIV of France becomes leading power of Europe.
E (1) (1659) Treaty of Pyrenees with Spain
E (2) Creation of classic form of mercantilism
E (3) Wars over Spanish Netherlands, against Holland
E (4) Revocation of Edict of Nantes (1685) exile of Huguenots
E (5) War of League of Augsburg
E (6) Struggle over Spanish succession
E g. Mississippi Bubble caused by speculation promoted by John Law.
E 3. England
E a. Elizabeth I (1558-1603)
E (1) Defeat of Spanish Armade (1588)
E (2) Golden Age of English Literature
E (3) Unification of England
E b. James I (1603-1625)
E (1) Discrimination against Puritans
E (2) Cause for Puritan migration and colonization
E (3) Dissolution of Parliament
E c. Charles I (1625-1649)
E (1) Conflict with Parliament over extension of royal power and finances.
E (a) Petition of Right (1628)
E (b) Long Parliament (1640)
E (2) Persecution of Puritans -- Star Chamber
E (3) Unjust taxation
E (4) Charles beheaded for treason (1649)
E d. Commonwealth (1649-1660)
E (1) Oliver Cromwell (Roundheads)
E (2) English power increases
E (3) War against Spain
E (4) Defeat of Army of Scots

E (5) Repression of Catholic rebellion in Ireland
E (6) Brief, ineffectual reign of Richard Cromwell
E e. Charles II brought from exile (1660)
E f. James II (1685-1688)
E (1) Declaration of Indulgences
E (2) "Glorious Revolution" begun by Whigs
E g. William and Mary (1689-1702)
E (1) Bill of Rights (1689)
E (2) Act of Toleration (1689)
E (3) Act of Settlement (1701)
E h. Queen Anne (1702-1714)
E (1) England and Scotland unite (1707) under name of Great Britain
E (2) Peace of Utrecht, England leading maritime power of Europe 1714
E i. House of Hanover -- George I (1714-1727)
E j. King George II (1727-1760)
E (1) Sir Robert Walpole, first Prime Minister of England
E (2) Foreign interventions
E 4. The Holy Roman Empire
E a. Separation from Spain (1556)
E b. Thirty Years War
E c. Peace of Westphalia (1648)
E d. Slow recovery of Germans from wars of chaos, Turks driven out of Hungary after siege of Vienna.
E e. War of Austrian succession
E f. Alliance with France during Seven Years War
E g. "Enlightened despotism" in Austria (1765-1790)
E 5. War of Dutch Independence
E 6. Brief period of greatness for Sweden
E 7. Prussia
E a. Building of army and government
E b. Alliance with England in Seven Years War
E c. Major domestic reforms of Frederick the Great (1740-1786)
E d. Prussia a leading European military power until Napoleon
E 8. Russia
E a. Michael Romanov Tsar (1613-1645)
E b. Peter the Great (1689-1725)
E (1) Attempts to westernize Russia
E (2) Represses peasants
E (3) Builds St. Petersburg
E (4) Great Northern War (1700-1721)
E (5) Holy Synod (1721)

H R. The Age of Enlightenment -- prominent scholars (examples only)

H 1. Science

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E g. The Directory and the Consulate
E (1) Abolition of feudalism
E (2) Legal reforms
E (3) Establishment of public school system
E (4) Introduction of metric and decimal systems of weights and measures
E (5) Abolition of Provinces, establishment of Departments
E (6) The overthrow of the Directory - The Consulate of Three

E T. Napoleon - First Consul of France (1799)

E 1. Napoleon's first military campaign in Italy
E 2. The treaty of Campo Formio (1797)
E 3. Napoleon's campaign in the eastern Mediterranean
E 4. The Second Coalition (Austria, Britain, Russia)
E 5. The overthrow of the Directory - The Consulate of Three
E 6. The collapse of the Second Coalition
E 7. The French hegemony in Europe
E 8. The Concordat between France and the Papacy
E 9. The Code Napoleon - unified code of law
E 10. Emperor of the French (1804)
E a. The New Nobility - established through service, not by birth
E b. Nepotism and the re-establishment of hereditary monarchy

E U. The impact of the French Revolution

E 1. Upon France
E 2. Upon Europe
E a. Opposition to continuing feudalism
E b. Desire and need for social and economic reforms

E V. Political reorganization of Europe

E 1. The reconstruction of Italy
E a. The kingdom of Italy
E b. The kingdom of Naples
E c. French Italy
E d. Abolition of feudalism and inquisition
E e. Tax reforms and legal reforms
E 2. The reorganization of the Germanies
E a. The Third Coalition (Austria, Britain, Russia)
E b. Nelson's victory at Trafalgar (1805)
E c. Napoleon's victory at Austerlitz over the Russo-Austrian Army
E d. The end of the Holy Roman Empire
E e. The Confederation of the Rhine
E f. The Peace of Tilsit (1807)

E 3. Napoleon and England
E a. The blockade against English trade
E b. The Spanish campaign
E 4. The War of Liberation
E a. The Russian campaign - retreat from Moscow (1812)
E b. The "Battle of the Nations" at Leipzig
E c. Napoleon's abdication and the Treaty of Paris
E d. The restoration of the Bourbons - Louis XVIII
E 5. The Hundred Days
E a. Growing discontent with the restoration government
E b. Napoleon's escape from Elba
E c. The Battle of Waterloo (1815)
E 6. The Congress of Vienna (1815)
E a. Organization and representation
E (1) The Quadruple Alliance (Austria, Britain, Prussia, Russia)
E (2) Metternich and Talleyrand
E (3) Tsar Alexander I and the Holy Alliance
E b. Political and territorial settlements
E (1) The dismemberment of Italy
E (2) Austria and its new Italian provinces
E (3) Prussia's acquisitions in Poland
E (4) The Germanic Confederation
E (5) Russia's acquisition of Finland, Bessarabia, Eastern Poland
E (6) Great Britain's acquisition of Dutch, French, and Spanish colonies

H W. The growth of Nationalism and Liberalism

H 1. The rise of Romanticism
H a. Romanticism in literature
H (1) Goethe - sorrows of Werther
H (2) Lord Byron
H b. Romanticism in music
H (1) Beethoven
H (2) Schubert
H (3) Schumann
H (4) Chopin
H c. Romanticism and Nationalism
H (1) Lord Byron
H (2) Fichte
H (3) Hegel
E 2. The Industrial Revolution
E a. Progress in transportation
E b. The textile industry
E c. Progress in metallurgy
E d. Development of the factory system
E e. Social and economic impact of the Industrial Revolution
E (1) The rise of trade unions
E (2) Marxism - The Communist Manifesto

E (3) Socialism
E (4) Anarchism and Syndicalism
E (5) Changing institutions in business and industry
E 3. Restoration and reaction
E a. The Austrian Empire and the Germanic Confederation
E (1) Continuing feudalism
E (2) The political role of student fraternities
E (3) Censorship, police powers
E b. The Russian Empire
E (1) Nicholas I and the "Decembrist" uprising (1825)
E (2) Feudalism, censorship, police power ("The Third Section")
E (3) Codification of Russian law
E (4) Political thought in Russian literature (Gogol, Dostoiewski, Tolstoy)
E c. France
E (1) The Bourbon restoration - Louis XVIII
E (2) Charles X and the Ultra-Royalists
E d. England
E (1) Economic and political unrest
E (2) The Chartists
E (3) The Six Acts - restriction of civil liberties
E (4) Revival of liberalism (after 1822)
E (5) The Catholic Emancipation Bill
E (6) Extension of Suffrage
E (7) The Reform Bill of 1832
E (8) The rise of industrialism
E e. The Concert of Europe
E (1) Metternich and the Quintuplet Alliance
E (2) The Congresses of Troppau and Verona
E (3) The Monroe Doctrine (1823)
E (4) The Greek War of Independence (1821-1829)
E 4. The Revolutions of 1848-1849
E a. The French Revolts of 1848
E (1) Government under control of the middle class
E (2) The Second French Republic - Louis Napoleon
E b. The Hapsburg Empire
E (1) Growing nationalism among the minorities
E (2) Francis Joseph (Emperor 1848-1916)
E (3) The Hungarian revolution
E (4) The Austrian and Hungarian Empire
E (5) The Italian revolutions - the beginnings of Italian unification
E c. Germany
E (1) Austrian domination of the Germanic Confederation (Metternich)
E (2) The Prussian Customs Union (Zollverein)
E (3) The unsuccessful attempts at German unification
E 5. The Second French Empire (1851-1871)
E a. The coup d'etat (1851)
E b. Louis Napoleon - Emperor Napoleon III
E c. The New Paris - cultural achievements

E d. The Liberal Empire
E e. Growing opposition from republicans and socialists
E f. The Crimean War
E g. The Italian War
E h. The Franco-Prussian War
E 6. The unification of Italy
E a. The three concepts for unification
E (1) The Italian Republic
E (2) The Confederation of Rome - the Papacy
E (3) The Kingdom of Sardinia
E b. The Wars of Liberation and Unification
E (1) Garibaldi
E (2) The Italian kingdom
E (3) The Papacy and the sovereignty of the Vatican
E 7. The formation of the German Empire
E a. Prussia
E (1) Bismarck
E (2) The Danish War
E (3) The Austro-Prussian War
E b. The North German Confederation
E (1) The Franco-Prussian War
E (2) The Treaty of Frankfurt
E c. The German Empire
E 8. The Russian Empire
E a. Russia after the Crimean War
E b. Alexander II - "Tsar Liberator" (1855-1881)
E (1) Reforms
E (2) Territorial expansion
E (3) Polish policy
H (4) Russian intellectual and literary development
E (5) The spread of anarchism, nihilism, terrorism
E (6) The Assassination
E c. Alexander III and the return to Despotism (1881-1894)
E (1) Russification - the persecution of the Jews (pogroms)
E (2) The Socialist Revolutionaries ("S-R" party)
E (3) The Industrial Revolution and the proletarian classes
E (4) The spread of Marxian socialism
E d. Nicholas II (1894-1917 - weak and autocratic)
E (1) The Russo-Japanese War
E (2) Revolution of 1905
E (3) The "October Manifesto" and its proposed reforms
E (4) The first Russian Parliament - Duma (1906)
H e. Great Russian writers and musicians of the period
H (1) Pushkin
H (2) Gogol
H (3) Turgenev
H (4) Dostoievski
H (5) Tolstoy
H (6) Chekhov
H (7) Musoraski

H (8) Tchaikovski
H (9) Borodin
H (10) Rimsky-Korsakov
E 9. Other European countries
E a. Scandinavia
E (1) The kingdom of Norway and Sweden
E (2) Denmark's acquisition of Iceland and Greenland
E b. The kingdoms of Holland and Belgium and their colonies
E c. Spain
E (1) The secession of the colonies in Central and South America
(2) The Spanish-American War
E d. Portugal's colonial empire
E e. The decline of the Turkish (Ottoman) Empire
E (1) The suppression of Christian subjects - "Christian Cattle"
E (2) The Greek War of Independence
E (3) The secession of Serbia, Rumania, Bulgaria
E (4) The Russo-Turkish War
E (5) The Vienna Congress of 1878 and the Treaty of Berlin
E (6) Continued rivalries and disorder in the Balkans - the roots of World War I
E 10. Other countries of the world
E a. Canada
E (1) The "Canada Act" sets the initial pattern for government of the six provinces (1791).
(a) Alexander MacKenzie, David Thompson, and Simon Fraser explore the Canadian far west.
(b) The Lower Canada Assembly - Papineau
E (c) The Upper Canada Assembly
E i. Rising power of the family compact
E ii. William Lyon MacKenzie
E (2) The War of 1812 and following events build Canadian Nationalism.
(a) Territorial and economic expansion follows the war.
(b) Important immigration from the British Isles
E (c) Rebellion in 1837 brings "Report on Affairs in British North America".
(3) The Union Act of 1840 governs Canada for a quarter century.
(a) Friction between French and English-speaking Canadians
E (b) The Rebellion Losses Bill of 1849 leads to Dominion in 1867 under the British North America Act.
E (4) Implementation of the new "constitution" of the Dominion.
E (a) The Riel Rebellion in Red River settlements
E (b) The Provinces of Manitoba and British Columbia
E (c) The Treaty of Washington (1871) (unguarded frontier)

E (d) Prince Edward I enters the Dominion.
E (e) Organization of N.W. Mounted Police
E (f) Intercolonial railway opened in 1876
E (g) The "Age of MacDonald"
E i. Canadian Pacific Railway completed
E ii. Riel Rebellion in Saskatchewan Valley
E iii. The Manitoba School question
E (h) Alberta and Saskatchewan enter the Dominion.
E (i) The "Age of Laurier"
E b. Mexico
E (1) Beginning of National Period
E (a) Hidalgo's revolt against Spain
E (b) Iturbide proclaims freedom from Spain
E (c) Santa Anna
E (d) Texas asserts independence
E (2) War with United States (1846-1847)
E (a) Boundary dispute causes war
E (b) Americans capture Mexico City
E (c) Mexico loses rich territory
E (d) Gadsden Purchase
E (3) France attempts to establish an empire in Mexico
E (a) Attacks made upon Juarez administration
E (b) Napoleon makes Maximillian emperor
E (c) United States forces French out
E (4) Mexico enters on new Era of Progress
E (a) Juarez becomes President
E (b) Diaz overthrows Juarez's successor
E (5) The Revolution of 1910
E (a) Madero deposes Diaz
E (b) Huerta becomes President
E (c) United States refuses to recognize Huerta
E (d) Tampico incident
E (e) Carranza heads new revolt
E (f) Villa raids
E c. Latin America
E (1) Revolution
E (a) Cultures dominated by Europe
E (b) The Enlightenment gave reasoned basis for eventual revolutions.
E (c) Industrialization was less advanced in Latin America than in United States at the point of revolution.
E (d) Rights of these countries to self-government and economic development had also been more tightly controlled; therefore, both governments and economies in Latin America have been less stable than in the United States.
E (2) Governments after revolution
E (a) All countires (except Brazil) tried democracy - the efforts were unsuccessful.
E (b) Caudillos (strong men) took advantage of disorder to sieze power.

E (c) Brazil was ruled under "Benevolent Paternalism".
E (d) Decline of European colonial powers
E (e) Europe's previous dominance contributes to economic and political instability.

E d. Australia
E (1) Exploration (1770) by James Cook
E (2) Free settlement begins (1793)
E (3) Shiploads of convicts continue until 1867
E (4) Self government established (1850's)
E (5) Commonwealth (1901)
E (6) Statute of Westminster (1931)

E X. The Age of New Industrialism and Imperialism

E 1. Science and Technology
E a. Discoverers and inventors
E (1) Faraday
E (2) Marconi, Morse
E (3) Edison
E (4) Pasteur
E (5) Orville and Wilbur Wright
E b. Transportation and communication
E (1) Telephone - telegraph - transatlantic cables
E (2) Railroads - steamships
E (3) Automobile
E (4) Aircraft
E 2. The New Industrial Society
E a. Great Britain
E (1) Benjamin Disraeli
E (2) The Trade Union Act
E (3) The Parliament Act
E (4) New Liberalism
E b. France
E (1) Suppression of the Paris Commune
E (2) The Third Republic
E (3) The spread of socialism
E (4) Organized labor
E c. The German Empire
E (1) The German Constitution
E (2) Bismarck as Chancellor
E (3) The Bundesrat (Upper Chamber) and the Reichstag (Lower Chamber)
E (4) The impact of the industrial revolution
E (5) The rise and suppression of socialism
E (6) Religious strife (Kulturkampf)
E (7) The dismissal of Bismarck - the reign of Wilhelm II
E (8) German nationalism
E 3. Expansion and Colonialism
E a. The British Empire
E (1) Canada

E (2) Australia
E (3) New Zealand
E (4) India
E (5) Egypt - the Suez Canal
E (6) Africa - the Boer Wars
E (7) Burma - Hong Kong
E b. France
E (1) The French Foreign Legion
E (2) Algeria and Tunis
E (3) Morocco
E (4) French West and Equatorial Africa
E (5) French Indochina
E c. Italy
E (1) Libya
E (2) East Africa
E d. Germany
E (1) Cameroons
E (2) Southwest Africa
E (3) East Africa
E (4) The German intervention in China
E (5) Oceania
E e. Belgium
E f. Portugual
E (1) Mozambique
E (2) Anolia
E g. Japan
E (1) Isolation until the mid-19th century
E (2) Commodore Perry - the beginnings of international trade
E (3) The Russo-Japanese War
E (4) The industrialization and expansion of Japan
E 4. The Growth of Alliances and the Armed Peace
E a. Rivalries and alliances in Europe
E (1) The Three Emperors' League (Austria, Germany, Russia)
E (2) The Triple Alliance (Austria, Germany, Italy)
E (3) The Triple Entente (France, Great Britain, Russia)
E (4) The Moroccan Crisis
E b. Crises in the Balkans and the Middle East
E (1) The German "Drive to the East"
E (2) The Pan-Slav movement
E (3) The "Young Turk Association"
E (4) The Balkan Wars (1912-1913)
E c. The Growth of Armaments and Militarism
E (1) Military conscription
E (2) New weapons
E (3) The growth of naval powers
E (4) The armed peace

E Y. World War I and its Aftermath

E 1. World War I
E a. The outbreak of war
E (1) Austria-Hungary and the Serbian nationalism

E (2) The assassination at Sarajevo (June 28, 1914)
E (3) The Austrian ultimatum and the failure of diplomacy
E (4) The mobilization of Russia
E b. The war on land
E (1) The Austrian and German offense against France and Russia
E (2) Britain's entry into the war
E (3) Hindenburg and the German victories
E (4) Italy's entry into the war
E c. The war at sea
E (1) Allied naval superiority - the blockade
E (2) The isolation and capture of German colonies
E (3) Submarine warfare
E d. The Revolution in Russia
E (1) The abdication of Nicholas II
E (2) Russia's withdrawal from the war - the Treaty of Brest-Litovsk
E e. The United States' entry into the war
E (1) Diplomatic activities and military actions
E (2) The German spring offensive of 1918
E (3) President Wilson's Fourteen Points
E (4) The collapse of Austria-Hungary
E (5) The cease fire (November 11, 1918)
E f. The costs of World War I
E (1) Lives
E (2) Material costs
E 2. The Peace Settlement of 1919
E a. The Treaty of Versaille
E (1) The Big Four - Great Britain, France, Italy, United States
E (2) Germany's loss of its colonies
E (3) The Weimar Republic
E b. The dismemberment of the Austro-Hungarian Empire and establishment of new nations
E c. The League of Nations
E (1) The covenant and the organizational structure of the League
E (2) The International Court of Justice
E (3) The League's failures
E 3. Russia under Soviet Rule
E a. The Revolutions
E (1) Reaction, graft, corruption, lack of reforms as forces underlying the revolutions
E (2) The role of Rasputin
E (3) The people's plight in war as a cause
E (4) The March revolution in St. Petersburg
E (5) The abdication of Nicholas II
E (6) The Kerensky regime - attempt at representative government
E (7) The Bolshevik November Revolution (1917)

E (8) The Treaty of Brest-Litovsk
E (9) Lenin and Stalin and the consolidation of Red power
E b. The Russian Communist Dictatorship
E (1) The new underprivileged class
E (2) Lenin's New Economic Policy
E (3) Stalin's economic policies - the Five Year Plans
E (4) The war on religion
E (5) The collective farms
E (6) Stalin's purges and his reign of terror
E (7) The social and economic accomplishments of Russian Communism
E 4. Fascist Italy
E a. The post World War I period of economic and social disorder
E (1) Inflation and government bankruptcy
E (2) Discontent with government - growing disorder
E b. Benito Mussolini (Duce)
E (1) The concept of Fascism - fusion of nationalism and socialism
E (2) The march on Rome (1922)
E (3) Fascist dictatorship and repression
E (4) Fascism and the Papacy - the Lateran Treaty
E (5) The Ethiopian crisis
E (6) The social and economic accomplishments of Italian fascism
E 5. Great Britain
E a. The post World War I economy
E (1) The economic exhaustion following the years of war
E (2) The increasing competition in world trade
E (3) The establishment and the effects of national trade barriers
E (4) The problem of growing unemployment
E b. Political developments
E (1) The Irish problem
E (2) The first Labor cabinet
E (3) The return to protectionism and nationalism
E (4) Neville Chamberlain
E (5) The rearmament of Great Britain
E (6) The self-governing Dominions
E 6. France
E a. Economic developments
E (1) The impact of the devastations of World War I
E (2) The reconstruction of France
E (3) The war reparation payments - Germany's default of payments
E (4) The seizure of the Ruhr Valley - the Lausanne settlement
E b. Political developments

E (1) The pact between France and Poland
E (2) The Little Entente (France, Poland, Czechoslovakia, Yugoslavia)
E (3) French armaments - the Maginot Line
E 7. The Rise of Fascism in Germany
E a. The Weimar Republic
E (1) Economic chaos - war reparations - inflation - political unrest
E (2) Gradual recovery of economic and political stability
E (3) Germany's admission to the League of Nations
E (4) The impact of the great depression of 1929
E (5) The growth of the National-Socialist Party (Nazi Party)
E b. Adolf Hitler and Nazi Germany
E (1) The economic and political chaos
E (2) The success of Nazi agitation and terrorism
E (3) Hitler - Chancellor of Germany (1933)
E (4) The Reichstag fire - Hitler as Dictator of Germany (Fuhrer)
E (5) The abolition of trade unions and the prohibitions of strikes
E (6) The persecution of Jews and confiscation of property
E (7) The Storm Trooper and Gestapo terror
E (8) The June purge of the Nazi party
E (9) Hitler's goal of the restoration of Germany to equality among the nations
E (10) Germany's withdrawal from the League of Nations
E (11) The occupation and militarization of the Rhineland (1936)
E 8. Asia
E a. The Indian Subcontinent
E (1) Indian nationalism
E (2) Mahatma Gandhi
E b. China
E (1) The revolution of 1911 ending the rule of the Manchu Dynasty
E (2) The Kuomintang - Sun Yet Sen
E (3) Chiang Kai-Shek
E (4) The Sino-Japanese War
E c. Japan
E (1) The economic growth of Japan during and after World War I
E (2) Japan's territorial expansions
E (3) Japan's growing militarism
E 9. Canada
E a. World War I
E (1) Second battle of Ypres 1915
E (2) Borden avoids a "Khaki Election"
E (3) Rationing and war boards

E (4) Increase in union membership
E b. Canada achieves "Equal Status"
E (1) The Winnipeg General Strike
E (2) Nationalization of rail network
E (3) Imperial conference grants "Equal Status" 1926.
E (4) The Statute of Westminster 1931
E (5) The depression in Canada
E 10. Mexico
E a. More stable government develops
E (1) The 1917 Constitution
E (2) Obregon becomes President
E (3) U. S. Ambassador Dwight Morrow betters relations.
E (4) Calles Leadership (PNR)
E (5) Six Year Plan of Cardenas
E (6) Avila Comacho becomes President
E (7) Allied cooperation in World War II
E (8) Foreign loans help modernize industries.
E b. Present day Mexico
E (1) Modernization of Agriculture and Land Reform
E (2) Education
E (3) Growth of middle class and economic stability
E (4) Arts and crafts
E (5) Continuing industrialization
E (6) Promotion of tourist industry
E 11. Latin America
E a. The Americas were brought closer together by World War I, but worldwide depression resulted in new revolutions in most of the Latin nations.
E b. World War II brought these countries back together to face a common threat, but the system of American alliances is once more threatened, this time by the activities of the Communists.

E Z. World War II

E 1. The making of World War II
E a. The consequences of the Versailles Treaty
E (1) The failure of the League of Nations to check aggression.
E (2) The nationalism of German minorities in countries established by the Versailles Treaty
E (3) Hitler's exploitation of the injustices of Versailles
E (4) The Ethiopian War and the formation of the Axis
E b. The Spanish Civil War
E (1) The military intervention by the Axis powers
E (2) The military intervention by the Soviet Union
E (3) Spain as the testing ground of new weapons and techniques of war
E (4) Franco's fascist victory in Spain
E c. The annexation of Austria
E d. The invasion of Czechoslovakia
E (1) Political agitation among Sudeten Germans

E (2) The Four Power Conference at Munich (Great Britain, France, Germany, Italy) - Chamberlain - "Peace in our time"
E (3) The "redemption" of the Sudetenland
E (4) The invasion and dismemberment of Czechoslovakia
E e. The German "liberation" of Danzig and the Polish Corridor
E f. The Italian invasion of Albania
E g. The alliance of Germany, Italy, and Japan
E h. The Non-Aggression Pact between Germany and Russia
E 2. Full Scale Warfare in Europe
E a. The fall of Poland and Britain's entry into the war
E (1) The use of German airpower
E (2) The German occupation of western Poland
E (3) The Russian occupation of eastern Poland
E b. The invasions of Denmark and Norway
E c. The conquest of France
E (1) The invasions of Holland, Belgium, and Luxemburg
E (2) The failure of the Maginot line
E (3) Dunkirk
E (4) The Italian invasion of France
E (5) The capitulation of France - the roles of Pétain and De Gaulle
E d. The Battle of Britain
E (1) The failure of Germany to invade England after Dunkirk
E (2) Winston Churchill
E (3) The massive German air raids - the success of Britain's air defense
E e. The Axis conquest of the Balkans and the Eastern Mediterranean
E (1) The conquest of Yugoslavia - Tito and the Yugoslav partisans
E (2) The invasions of Greece and Crete
E f. The North African campaigns
E (1) The re-capture of Libya, Somaliland, and Ethiopia by British forces
E (2) Rommel's African campaign
E g. The Battle of Russia
E (1) Germany's attack on Russia (1941)
E (2) The Battles of Moscow and Leningrad
E (3) Stalingrad - the turning point
E h. The re-capture of North Africa by the Allied Forces
E i. The role of the United States
E (1) The "bridge of ships"
E (2) The Anglo-American blockade
E (3) The Allied invasion of Italy
E (4) The use of Allied air power
E j. The role of Canada
E k. The liberation of Europe
E (1) D-Day, the invasion across the English Channel
E (2) Eisenhower
E (3) The Battle of the Bulge - the failure of the Seigfried

E (4) Hitler's "Final Solution" of the "Jewish Question" (Auschwitz, Dachau, Buchenwald)
E (5) The fall of Berlin
E (6) The German surrender (May, 1945)
E 1. The Conferences of Yalta and Potsdam
E (1) Divided Germany into occupation zones
E (2) Conceded Eastern Europe to Russia
E (3) Arranged for German reparation payments, war-crimes trials
E (4) Fostered Russia's entry into the war against Japan
E (5) Indirectly resulted in the Communist take-over of China and the Korean and Vietnam conflicts
E 3. The war in the Pacific
E a. The rise of Japan
E (1) Response to Western pressure
E (2) Territorial expansion
E (3) Pearl Harbor (December 7, 1941)
E (4) The supremacy of Japanese seapower
E (5) Japan's conquests in Asia and the Pacific
E b. Oceania - three major groups of islands in the Pacific
E (1) Melanesia
E (2) Micronesia
E (3) Polynesia
E (4) Australasia
E (a) New Zealand
E (b) Tasmania
E (c) Australia (island continent)
E (5) European nations in Oceania
E (6) The U. S. in Oceania
E (7) Military importance in WW II
E c. The Fall of Japan
E (1) Douglas MacArthur
E (2) The recapture of the Philippines and Okinawa
E (3) Hiroshima and Nagasaki
E (4) The surrender of Japan (September 2, 1945)
E 4. The Cost of War
E a. The loss of lives
E (1) Concentration camp victims
E (2) Military casualties
E (3) Civilian casualties
E b. Material cost
E (1) The cost of the combined military campaigns
E (2) The cost of property damage and reconstruction

E AA. The World After World War II

E 1. The United Nations
E a. The organization
E (1) The Security Council
E (2) The General Assembly
E (3) The Secretary General
E b. The United Nations' "Peace Keeping" Missions

E (1) The State of Israel
E (2) The Suez Canal Crisis of 1956
E (3) The Korean War
E c. The decline of Colonialism and the emergence of new nations
E d. Indonesia and New Guinea
E 2. Displaced persons
E 3. Concept of war crimes
E a. Nuremburg
E b. Tokyo
E 4. Western Europe after World War II
E a. The Marshall Plan ahd the reconstruction of Western Europe
E b. The Atlantic Alliance (NATO)
E c. Great Britain
E (1) Nationalization and socialization as a social and economic tool
E (2) The independence of India
E (3) The Republic of Ireland (Eire)
E (4) The Middle East
E (5) The British Commonwealth of Nations
E (6) The secession of South Africa and Rhodesia
E d. France
E (1) The Fourth Republic
E (2) The multiplicity of political parties and political stability
E (3) The Algerian problem
E (4) The war in French Indochina
E (5) De Gaulle
E e. The Two Germanies
E (1) The German Federal Republic (West Germany)
E (a) Adenauer
E (b) The German "Economic Miracle"
E (2) The German Democratic Republic (East Germany)
E (3) Berlin
E (a) The blockade and airlift of 1948
E (b) The "Berlin Wall"
E f. The European Economic Community ("Common Market")
E 5. The Soviet Union and the Satellite Countries
E a. The Soviet Union after World War II
E (1) Reconstruction and economic recovery
E (2) The death of Stalin and the ensuing struggles for power
E (3) "Collective Leadership"
E (4) The period of "De-Stalinization"
E (5) The growth of military power and Russian imperialism
E (6) Russia's technological and scientific advances
E b. The Satellite Countries
E (1) Poland
E (2) Czechoslovakia
E (3) Hungary

E (4) Rumania
E (5) Bulgaria
E c. Yugoslavia and its independence from Moscow
E d. The Warsaw Pact
E (1) The "Cold War"
E (2) The military suppression of revolts in Poland, Hungary, Czechoslovakia
E 6. The Middle East
E a. The Arab League
E (1) Egyptian military and political leadership
E (2) Oil as a new political and economic power
E b. Israel and the Six Day War
E 7. Africa
E a. End of Colonialism
E (1) Post WW II economic and military weaknesses of European nations
E (2) Development of self-determination by the Africans themselves
E b. Continuing colonies
E (1) Mozambique, Angola, Portuguese Guinea, and Gambia
E (2) Spanish Sahara
E (3) Bechuanaland, Swaziland, Basutoland, S. Rhodesia (white controlled Republic of South Africa)
E c. Newly Independent African States
E (1) Ghana (1957)
E (2) Republic of Guinea (1952)
E (3) Malagasy Republic, Gabon, Senegal, Chad, Central African Republic, Congo (1960)
E (4) Nigeria (1960)
E (5) Sierra Leone (1961)
E (6) Gambia, Kenya (1963)
E (7) Somalia (1960)
E (8) Sudan (1956)
E (9) Tanganyika (1961) merged with Zanzibar - 1964 forming Tanzania
E (10) Uganda (1962)
E d. Self rule - difficulties
E (1) Boundary disputes
E (2) Economic and political difficulties
E (3) Alliances pointing up differences
E (a) "Casablanca Powers" (1961)
E (b) Afro-Malagasy (U.A.M. - 1961)
E (c) Inter-African and Malagasy States Organization (I.A.M.O. - 1962)
E (d) Organization of African Unity (O.A.U. - 1963)
E (4) Communist efforts in the fledgling nations
E e. Ethiopia
E (1) Divided country reunited by Menelik II (1889-1913):
E (a) Favored Islam over Coptic religion
E (b) Supported Turkey and Germany during World War I
E (c) Deposed (1916)

E (2) Menelik followed by daughter Empress Zauditu (1916-1930) with Ras Taffari as regent
(3) Emperor Haile Selassie I (1930)
E (a) Former regent - Ras Taffari
E (b) Present day ruler of Ethiopia
E (4) Conquest by Italy in 1935
E (a) Selassie's plea before League of Nations unheeded
E (b) Moved government to England
E (c) Returned to throne in 1941
E (5) Post WW II
E (a) Primarily agricultural and cattle country
E (b) New economic program begun by government
E (c) Right to vote granted
E (d) Modern civil and penal codes established
E (e) Modernization of farms begun
E (f) Development of aviation facilities begun
E f. Liberia
E (1) The American Colonization Society (1816)
E (2) Settlement on West Coast of Africa of 12,000 black colonists (1821)
(3) Republic (1847)
E (a) Capitol -- Monrovia
E (b) U. S. - like constitution
E (4) Post WW II
E (a) Economy tied to American rubber industry
E (b) Receives some U. S. lend-lease aid
E (c) New improvement programs (1954)
E i. New roads
E ii. Electric power plants
E iii. Public buildings
E iv. Low rent housing
E v. Aviation expansion
E 8. Asia
E a. Japan's emergence as an economic world power
E b. China
E (1) The Communist rebellion
E (2) Mao Tse-Tung
E (3) Collectivization, purges, large scale extermination of people
E (4) The Nationalist Government on Formosa (Taiwan)
E (5) China's role in the Korean War
E (6) China and the United Nations
E (7) The new relationship between China and the United States
E c. Southeast Asia - Communist "wars of liberation"
E (1) Cambodia
E (2) Laos
E (3) Vietnam
E (a) South Vietnam (Diem, Thieu)
E (b) North Vietnam's Ho Chi Minh

E (c) The Viet Cong and the Vietnam War
E (d) The United States' role in the Vietnam War
E (e) The cease fire agreement of 1973
E 9. Canada
E a. Into the 50's
E (1) The question of diversity
E (2) Continuing prosperity
E (3) The St. Lawrence Seaway
E b. To the present
E (1) The challenge of Quebec
E (2) Economic growth
E (3) External affairs
E (4) French-English relationships
E 10. Major Efforts to Reduce World Tension
E a. The Nuclear Test Ban Treaty
E b. The Strategic Arms Limitations Talks (SALT)
E c. The Nixon-Kissinger Diplomacy

COURSE OF STUDY FOR GOVERNMENT*

(INSTRUCTION IN STATE AND FEDERAL CONSTITUTIONS AND INSTITUTIONS)

I. Definition

A. Government is the complex of political institutions, laws, and customs through which the continuous exercise of authority over a political unit is carried out and functions of the political unit performed.

II. Major goals and Subgoals

E & H A. Students should study government at all levels to bring about an understanding of the fundamental premises underlying the American Constitutional Republic.

E & H B. Students should understand the various types of laws and their derivations.

E C. Students should first study the social and political institutions that immediately govern their own lives.

E 1. Students should understand that individuals, with their own inherent dignity and worth, and families composed of individuals, are the basic social, economic and governmental unit in the United States and the foundation upon which our nation is based.

E 2. Students should understand that communities are established by individuals and families to provide for their needs.

E 3. Students should understand that our states are associations of many individuals, families, and communities, and that the legitimate powers of our government are derived from the consent of the governed.

E & H 4. Students should read, study, and analyze the U. S. Constitution and the Constitution of the State of Arizona and be familiar with the national and state governments and the functions of their various units.

E D. As a prerequisite to understanding our governmental institutions, students should understand the premises basic to them as well as the principles and ideals stated in our great documents.

E 1. Students should understand that our liberties are an inheritance from our past.

E 2. Students should understand the governments of the American colonies as a forerunner of our republic.

* Those major goals and subgoals preceded by an E should receive major emphasis in the elementary course, those preceded by an H should receive major emphasis in the high school course, and those preceded by an E & H should be introduced in the elementary course and receive in-depth study in the high school course.

E 3. Students should understand that the economic and political controls imposed by England were considered infringements upon the liberties of free-born citizens and this consideration led to the War of Independence.

H 4. Students should understand the philosophical contributions of famous early English and American statesmen to our constitutional form of government (refer to III-D).

H 5. Students should read and study the historical documents and treatises basic to our governmental institutions and understand the premises upon which our government is based.

H 6. Students should be familiar with the Federalist Papers, debates of the Constitutional Convention of 1787, and other pertinent documents in order to understand and place into perspective the issues and themes which recur throughout the history of our nation to the present time.

E & H E. Students should understand the concept of federalism, the careful distribution of powers between federal and state governments, between state and local governments, and be aware that decentralization is a basic part of our heritage.

E & H F. Students should understand the federal system of government as defined by the U. S. Constitution and the function of each branch thereof.

E & H G. Students should understand the duties and obligations of citizenship as well as the rights.

H H. The student should understand the history, role, and function of our two-party political system.

H I. Students should understand other forms of government and the premises that underlie them and be able to compare other forms of government with our own.

III. Facts, principles, skills, and concepts

E & H A. Fundamental premises of the United States system of government

E & H 1. The U. S. Constitution is a written document limiting the authority of government and protecting the rights of individuals.

E & H 2. United States constitutionalism is government based on the consent of the governed and is government under law.

E & H 3. Federalism provides for division of powers among governments at different levels.

E & H 4. The U. S. Constitution provides for the separation of powers and checks and balances.

E & H 5. The U. S. Constitution provides for the right to vote.

E & H B. The basis of our law

E & H 1. Greek and Roman contributions to the development of a system of law

E & H 2. Origins of American institutions in English history

E & H a. Development of the parliamentary system and an executive responsible to the electorate

E & H b. The development of common law and an independent judiciary

E & H c. Colonial adoption of common law and adaptation of customs from England

E & H 3. John Locke and Baron de Montesquieu - their influences

E C. Political institutions from the family to the federal

E 1. Families, composed of individuals, are the basic social, economic, and political units in the United States.

E a. Families differ, as do individuals.

E b. Functions of the family

E (1) Providing food, clothing, and shelter for family members

E (2) Providing love, respect, spiritual and moral guidance, education, and recreation for family members

E c. Good citizenship begins in the family.

E (1) Recognition of the worth and importance of the individual

E (2) Respect for the rights and property of others

E (3) Learning that responsibilities exist in direct proportion to individual rights

E (4) Recognition of rules of conduct

E (5) Learning the importance of self-government as a prerequisite for political freedom

E (6) Cooperation among individuals

E 2. Communities established to provide for the needs of individuals and families.

E a. Protection for citizens

E b. Administration of justice

E c. Public service beyond the scope of individual or family capabilities

E 3. Different kinds of local government within states and the administration of local governmental units

E a. Village

E b. Town and township

E c. County

E d. Basic types of local government

E (1) Mayor-council

E (2) Council-manager

E (3) Commission

E 4. The basic concept of local government and the American system of government

E 5. States as associations of individuals, families, and communities

E a. Orderly operation of local government - powers and jurisdictions of local government units defined by state constitutions and/or state legislatures.

E — b. Similar premises underlying state government organization
E — (1) Sovereign powers of state
E — (2) State Constitutions intended to prevent state governments from exceeding their prerogatives
E — (3) State Constitutions intended to prevent the United States government from usurping those powers reserved to the states in the United States Constitution.
E — (4) State constitutional provisions for the organization and administration of state government
E — (a) A separation of powers (executive, legislative, and judicial)
E — (b) Management of state affairs
E — (c) Amendment, referendum, and initiative
E — (d) Elections
E — c. The federal system of government as an association of the states
E — (1) Reserved powers
E — (a) Election of their own representatives by voters
E — (b) Responsibility of states for conducting electoral processes
E — (c) Establishment and maintenance of their own uniform systems of public schools by states
E — (d) Prescription of powers of local government units by states
E — (e) Legislation of their own statutes by states
E — (f) The Tenth Amendment to the U. S. Constitution - powers reserved to states and to the people.
E — (2) Concurrent powers
E — (a) Taxation
E — (b) Defense
E — (c) Judicial system
E — d. States and territories - addition to the Union.
E & H — 6. The Constitution of the State of Arizona, the duties and prerogatives of each branch of state government and an overview of state elective offices
E & H — a. The composition of the state legislature, the functions of each branch, and the enactment of statutes
E & H — (1) Qualifications of members
E & H — (2) Manner of election of members
E & H — (3) Terms of office of members
E & H — (4) Rules and procedures
E & H — b. Judicial system of the state - qualifications and manner of election of each judicial officer
E & H — (1) Justice of the Peace Courts
E & H — (2) City Courts
E & H — (3) County Superior Courts
E & H — (4) Grand Juries
E & H — (5) State Appeals Courts
E & H — (6) State Supreme Court

E & H c. Duties and powers of the State Executive Branch; its officials, their terms, qualifications, and manner of election

E & H (1) Governor

E & H (2) Secretary of State

E & H (3) Attorney General

E & H (4) Treasurer

E & H (5) Superintendent of Public Instruction

E & H (6) Mine Inspector

E & H (7) Corporation Commission

E & H (8) Tax Commission

E & H d. The role of state government employees (civil service and non-civil services)

E & H e. The role of county government and the procedures for filling county offices

E & H f. The role of city and town councils and the procedures for filling city and town offices and school boards

E D. The historical development of the English system of government as a background for the study of our own system of government

E 1. The development of the English parliamentary system

E a. The importance of the Magna Carta (1215)

E b. The importance of King Edward III's contribution to the tradition of representative government

E c. The influence of the Petition of Right (1628) on our ideals of freedom and justice

E d. The importance of the English Bill of Rights (1698)

E (1) Free speech and debate in parliament

E (2) No taxation without representation

E (3) Free elections

E (4) Trial by jury

E (5) Rule of law, not of men

E (6) Representative government

E 2. Early colonial governments

E a. The forms of government in each of the 13 original colonies

E (1) First English colony at Jamestown in 1607 and formation of the House of Burgesses (1619) as the first colonial lawmaking body

E (2) Mayflower Compact (1620)--first colonial recognition that authority to rule comes from the people.

E (3) Maryland in 1632 and Pennsylvania in 1682 established governments that guaranteed the right to worship.

E (4) Types of colonial government and how they functioned

E (a) Corporate colonies

E (b) Proprietary colonies

E (c) Royal colonies

E b. The differing forms of government in English and other colonies

E 3. Colonists' objections to attempts by England to tighten controls over them

E a. Laws and regulations enforced by England after 1763 and their effects on the colonies

E (1) Repressive Laws

E (2) Trade Law

E (3) Taxation through Parliament and not through colonial assemblies

E (4) Townshend Acts (1767)

E (5) Tea Tax

E (6) Declaratory Act (1766)

E (7) Quartering of troops

E (8) Intolerable Acts

E (9) Stamp Act

E b. Steps taken by colonists in reaction to English policy

E (1) Stamp Act Congress and subsequent repeal of Stamp Act

E (2) Boycott of English goods

E (3) Smuggling

E (4) Boston Tea Party

E (5) Committees of Correspondence

E (6) First Continental Congress

E (7) Battle of Lexington

E (8) Battle of Concord

E (9) Second Continental Congress

E (10) Declaration of Independence

E & H 4. The writings of famous early statesmen, their roles and contributions in the struggle for freedom, (examples only)

E & H a. English statesmen and philosophers

E & H (1) Sir Edward Coke

E & H (2) John Locke

E & H (3) Edmund Burke

E & H (4) John Stuart Mill

E & H (5) Samuel Johnson

E & H (6) William Blackstone

E & H b. American statesmen

E & H (1) Roger Williams

E & H (2) Jonathan Mayhew

E & H (3) James Otis

E & H (4) John Dickinson

E & H (5) James Wilson

E & H (6) Thomas Paine

E & H (7) Patrick Henry

E & H (8) Thomas Jefferson

E & H (9) Samuel Adams

E & H (10) Richard Henry Lee

E & H (11) George Mason

E & H (12) James Madison

E & H (13) Alexander Hamilton

E & H (14) George Washington

E & H (15) John Jay

E & H (16) John Adams

E & H (17) Benjamin Franklin

E & H (18) John Marshall

E & H 5. Great documents of English and American History
E & H a. Great documents of English History (refer to III-D)
E & H (1) Magna Carta (1215)
E & H (2) Petition of Right (1628)
E & H (3) Bill of Rights (1689)
E & H b. Great documents of American History, such as:
E & H (1) Charter of Virginia (1606)
E & H (2) Virginia Company Order on Representative Government (1619)
E & H (3) Mayflower Compact (1620)
E & H (4) Maryland (1632) and Pennsylvania (1682) Grants
E & H (5) Fundamental Orders of Connecticut (1639)
E & H (6) New England Confederation (1643)
E & H (7) Albany Plan of Union (1754)
E & H (8) Stamp Act (1765)
E & H (9) Resolutions of the Stamp Act Congress (1765)
E & H (10) Declaratory Act (1766)
E & H (11) Townshend Acts (1767)
E & H (12) Resolutions of the First Continental Congress (1774)
E & H (13) Fairfax Resolves (1774)
E & H (14) Declaration of Independence (1776)
E & H (15) Virginia Declaration of Rights (1776)
E & H (16) Articles of Confederation (1781)
E & H (17) Northwest Ordinance (1787)
E & H (18) Constitution of the United States (1787)
E & H (19) Judiciary Act (1789)
E & H (20) Bill of Rights (1791)
E & H (21) Kentucky Resolutions (1798)
E & H (22) Alien and Sedition Acts (1799)
E & H (23) Termination of Importing of Slaves (1808)
E & H (24) Missouri Compromise (1820)
E & H (25) South Carolina Ordinance of Nullification (1832)
E & H (26) Compromise of 1850
E & H (27) Kansas-Nebraska Act (1854)
E & H (28) Confederate Constitution (1861)
E & H (29) Emancipation Proclamation (1863)
E & H (30) Constitution of the United States (completely updated version)
E & H c. The Virginia Declaration of Rights (1776) as a basis for the Declaration of Independence, state Bills of Rights, and the Federal Bill of Rights (1791)
H d. The first Virginia Constitution and its influence on later constitutions
H e. The influence of George Mason and George Washington and their roles in the Virginia House of Burgesses
H f. Mason's objections to the U. S. Constitution
H (1) Sanction of slavery
H (2) Consolidation of powers in the federal government
H (3) Failure to include Bill of Rights
H g. The Articles of Confederation - inadequate to meet the needs of the new sovereign states.
H 6. The problems that faced the Convention, the issues that were discussed and how they relate to today.

H a. The difference between the Virginia Plan and the New Jersey Plan
H b. Connecticut Compromise
H c. Problems of representation of political entities of various sizes
H d. The Federalist papers

E E. The problem of government authority versus individual liberty as a recurring theme throughout the history of American government and the attempts in the U. S. Constitution and the Bill of Rights to resolve the issue in favor of individual liberty.

E 1. The differences between a constitutional republic and a pure democracy, and that our country was conceived as a constitutional republic.
E 2. The one great principle upon which the republic was founded: That liberty is granted by God and that the purpose of government is to protect the liberty of all men, but that government does not grant liberty.
E 3. The meaning of Lord Acton's famous dictum, "Power tends to corrupt and absolute power tends to corrupt absolutely."
E 4. Six objectives of the Federal Government as stated in the Preamble to the U. S. Constitution.
E 5. The processes of ratification and amendment, e.g., the adoption of the Bill of Rights to the U. S. Constitution.
E 6. The principle of separation of powers to protect citizens against strong, centralized government
E a. Powers of the Legislative Branch (Article I)
E b. Powers of the Executive Branch (Article II)
E c. Powers of the Judiciary Branch (Article III)
E 7. The concept of checks and balances with respect to the three branches of the federal government

E F. The organization and functions of the Federal Government as outlined in the U. S. Constitution and extrapolated by legislative act and judicial interpretation.

E 1. Legislative Branch (Article I)
E a. Qualifications and terms of office
E b. Powers of Congress (Article I, Section 8)
E c. Divisions of Congress
E (1) U. S. Senate
E (2) U. S. House of Representatives
E d. Officers of Congress and their roles
E e. Work of Congressional Committees
E f. How laws are passed
E 2. Executive Branch (Articles I and II)
E a. Qualifications and terms of president
E b. Powers of President
E c. The administration of domestic and foreign policy by the Executive Branch
E (1) The role of the President as Chief Executive
E (2) The structure and function of the Cabinet

E (3) Major independent agencies of the executive department and their role in domestic and foreign affairs

E (4) The various corporations under the executive branch and their roles

E d. Major regulatory agencies of the executive department and their role in domestic and foreign affairs

E e. The President's role as Commander-In-Chief of the Armed Forces

E 3. Judicial Branch (Articles I and III)

E a. The basic concepts underlying our civil and criminal justice systems

E b. The jurisdiction and powers of Federal Courts

E (1) U. S. Supreme Court

E (2) District courts

E (3) Claims courts

E (4) Customs courts

E (5) Other special courts

E c. The relationship between Federal and state courts

E d. Selection of judges and juries

E e. The system of military justice and the Uniform Code of Military Justice

E f. Understand the grand jury system

E g. Basic legal vocabulary (examples only): acquittal, appeal, appellate jurisdiction, bailiff, common law, coroner, defense attorney, defense witness, defendant, evidence, felony, general damages, habeas corpus, hung jury, indictment, judge, juror, mandamus, misdemeanor, ordinance, original jurisdiction, pardon, parole, plaintiff, plea bargaining, probation, prosecution witness, prosecutor, punitive damages, reprieve, sentencing, settlement, statutory law, subpoena, summons, trial, verdict, and warrant as they apply to the civil and criminal justice systems

E & H G. The duties and obligations as well as the rights of citizens

E & H 1. Duties and obligations

E & H a. Informed decision making

E & H b. Obedience to law

E & H c. Payment of taxes

E & H d. Jury service

E & H e. Bearing true witness

E & H f. Defense against all enemies, foreign and domestic

E & H 2. Rights

E & H a. Common law

E & H b. Constitutional rights

E & H c. Statutory rights

H H. The history, role and function of our political party system

H 1. The election process

H 2. State primary elections and nominating conventions

H 3. National conventions
H a. Delegate selection
H b. Nomination of candidates
H 4. State and national campaigns
H 5. Electoral college
H 6. Third parties
H 7. Special interest groups

H I. Other forms of government and political philosophies including, but not limited to:

H 1. Republic
H 2. Democracy
H 3. Monarchy
H a. Absolute
H b. Constitutional
H 4. Oligarchy
H 5. Totalitarianism
H 6. Theocracy
H 7. Communism
H 8. Fascism
H 9. Socialism